

**A Directory**

**of**

**Model Programs in Justice Education**

**and**

**Model Programs that Promote Social Justice**

**On**

**Jesuit Campuses in the United States**

## Model Program Reports

### Where they came from.

In 1998 the 28 Jesuit Universities and Colleges in the United States began a two-year process to examine at their institutions the effect of the commitment to justice on the academic and curricular aspects of institutional life.

The process began in mid to late 1998 with a self-study at each school. These self-studies were presented and discussed at a series of **three regional justice conferences** held in 1999 at Santa Clara University, University of Detroit Mercy, and Boston College.

Following these conferences the authors of these self-studies were each asked to prepare a brief, **two-page summary** of the self-study listing what they considered to be “Model Programs” at their school that promote justice. All but one of the schools submitted a report. These 27 summaries were then collated into a resource titled “**Model Programs**” in connection with the National Justice Conference – “The Commitment to Justice in Jesuit Higher Education” - held at Santa Clara University in October of 2000.

This “Model Programs” resource **does not** purport to be a definitive listing of all the many efforts at implementing justice related programs, teaching or research in the 28 Jesuit schools. It is merely a listing of the “**Model Programs**” or what elsewhere might be called “**best practices.**” It is designed as a resource for faculty and staff interested in beginning the process of networking with leaders in the other Jesuit schools developing programs, research or teaching that promote justice. It can also be easily revised and updated. Contact Paul Woolley at [pwoolley@scu.edu](mailto:pwoolley@scu.edu).

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# BOSTON COLLEGE

## Demographic Data

### A Brief Introduction to Boston College\*

Boston College is a coeducational university with an enrollment of 8,700 undergraduate and 4,500 graduate students representing every state and more than 85 countries. Founded in 1863, it is one of the oldest Jesuit, Catholic universities in the United States. US News & World Report ranks Boston College 39th among national universities, and 45th on its list of the Best Values in Higher Education.

Boston College confers more than 3,700 degrees annually in more than 50 fields of study through 11 schools and colleges. These include the College of Arts and Sciences; the Wallace E. Carroll School of Management; the Lynch School of Education; the School of Nursing; the Law School; the Carroll Graduate School of Management; the Lynch Graduate School of Education; the graduate schools of Arts and Sciences, Nursing, and Social Work; and the College of Advancing Studies. Its 631 faculty members are committed to both teaching and research, and have set new marks for research grant awards in each of the last 10 years.

The University's 115-acre main campus is located in an open suburban setting six miles from downtown Boston, with direct access to the city via trolley. The past decade has seen the construction or substantial renovation of 10 campus buildings. Current projects include renovation of the Law School facilities and the sports and recreation complex, and a major expansion of the biology/physics building.

\*Information taken from [www.bc.edu/cwis/aboutbc.html](http://www.bc.edu/cwis/aboutbc.html)

## Model Programs That Promote Justice

### I. Academic/Curricular/Co-curricular Programs

#### **The PULSE Program:**

The PULSE Program helps students develop an intellectual framework within which to understand the problems of social inequality such as hunger, racism, illiteracy, and violence; the causes of those problems; and possible ways of imagining how to overcome them. One of the earliest programs in the nation in what has come to be known as Service Learning, the PULSE program is now in its thirty first year and fully integrated into the University's core curriculum as a two semester, 12 credit, interdisciplinary option to fulfill the core requirements in Philosophy and Theology. It provides the opportunity to combine supervised social service field work with the study of those and other disciplines. In light of classical and contemporary philosophical and theological texts, coupling academic work in the classroom with a variety of reflection components, PULSE students address such questions as the relationship of self and

society, the nature of community, the mystery of suffering, and the practical difficulties of developing a just society. The program becomes the underpinning of many students' approach to their remaining years at Boston College, leading them into a variety of academic and service opportunities aimed at promoting justice.

Students fulfill 10 hour/week service component (approx. 230 hours total) at one of fifty field placements which include homeless shelters, soup kitchens, mentoring and tutoring programs, domestic violence services, elder services, addiction and recovery programs and HIV/AIDS services, prisons, etc.

Enrollment: 320 students for the full academic year.

Contacts: Prof. David McMenamin, Director; Michelle Sterk, Asst. to the Director.  
617-552-3495.

Web site: <http://www.bc.edu/pulse>

### **Faith, Peace and Justice**

The origins of the FPJ Program are traced to the 32nd General Congregation of the Society of Jesus (1976) which declared that it was part and parcel of the Jesuit mission to "help prepare young people and adults to live and labor for others and with other to build a more just world."

In 1989 the Program for the Study of Faith, Peace, and Justice received the status of an interdisciplinary minor offered to A&S and School of Management undergraduate students. Students who double major are also invited to concentrate in FPJ in conjunction with one of their majors.

The program has three objectives:

1. To utilize and to strengthen academic resources so that undergraduates may pursue a course of studies which explores how faiths in general, and their faith in particular, contribute to justice and peace.
2. To offer and support campus programming that elevates discussion of the role of faith, particularly the Catholic expression of Christian faith, in the work for peace and justice.
3. To support those students whose lives become inspired by a faith that promotes both peace and justice.

To fulfill these objectives, the program consists of a three-stage sequence of six courses: two required courses and four electives. The electives come from the students' own areas of interest.

Enrollment: 170 students.

Contact: Prof. Matthew Mullane, Director; 617-552-3886

### **Perspectives Program**

A four-year interdisciplinary approach to the entire undergraduate core curriculum, the overall vision of the Perspectives program is that men and women are oriented in freedom towards transcendence. The program seeks to liberate the student both intellectually and spiritually from various forms of cultural indoctrination, habit, and prejudices that can enslave him or her. It seeks to form students who are intelligent, responsible, reasonable, and attentive. In addition, the Perspectives program attempts to grapple with what may be called "a cover story of Western Thought." This cover story orbits around something analogous to what the German philosopher

Martin Heidegger called “ the forgetfulness of Being.” Here, however, the forgetfulness that has taken hold and permeated not only the humanities but the natural sciences as well is the forgetfulness of transcendence and the transcendent destiny of human persons. Given the current climate of cultural amnesia, the Perspectives program is therapeutic in helping us not only to remember our intellectual and spiritual heritage, but also to appropriate it anew. Perspectives is a program of restoration; it seeks to recover a tradition of education that understands the love of learning as the desire for God. This act of restoration is fundamentally a religious task.

Enrollment: Approx. 600 students/yr.

Contact: Prof. Brian Braman, Director; 617-552-3855

## **Law School**

### Public Interest/Clinical work:

Boston College Law School was recently recognized by the National Jurist Magazine as one of the top 20 law schools in the country for public interest. The public interest focus is demonstrated by three variables:

a) Clinical Positions: 23.5% of our classes can take advantage of clinical opportunities. Most of these clinical opportunities involve direct services to individuals who are underrepresented in our society. For example, our **Legal Assistance Bureau** is staffed by 4 full-time faculty who supervise students in providing legal services to low-income clients. The **Criminal Process Clinic** is staffed by 3 full-time faculty who supervise students in offering free legal assistance to criminal defendants who cannot afford representation. The **Attorney General Program** offers six students opportunities for an intensive immersion program in government representation. The **Immigration Practicum** offers representation to immigrants who are otherwise unrepresented before the INS. The **Juvenile Rights Program** provides opportunities to advise policy-makers in the area of juvenile rights and to represent incarcerated girls.

b) Career Services: Our Career Services office attempts to provide extensive assistance to students seeking public-interest jobs. The Law School has a part-time coordinator for public interest and has been seeking to enhance that position.

c) Financial Aid: BC Law School has significantly expanded the financial aid available to students interested in public interest work. The **Public Service Scholarships** provide four students per year 2/3 tuition. The **Drinan Scholarship** is awarded to a student committed to public service. Between 75 to 100 students each year are provided with \$3500 stipends for summer public interest employment as part of the Public Interest Law Foundation Summer Service Program. The Willier and Champy **Loan Repayment Assistance Program** distributed \$81,000 in 1999 to assist graduates who go into public interest work with repayment of their loans.

## **II. Campus Ministry Programs**

### **Appalachia Volunteers**

Semester/Spring Break trips to 14 locations, primarily in the Appalachians but also in other

pockets of rural poverty. Students engage in tasks that are primarily physical labor such as painting houses, refurbishing old structures and building new ones. Includes weekly meetings before hand for preparation, raising awareness of issues, reflection on purpose of students' involvement, etc. Contact: Melissa Kelly, 617-552-3695

#### **4 Boston**

Campus Ministry service program modeled on PULSE. Four hours/week at 22 similar sites. Includes reflection/retreat components. Contact: Dan Leahy, 617-552-3478.

#### **Ignacio Volunteers**

Six international immersion trips of 2-4 week length, each with approximately 20 students. Includes regular reflection before/during/after. Countries include Jamaica, Dominican Republic, Belize and Mexico. Contact: Evan Cuthbert, 617-552-0855.

#### **International Immersion Programs**

Three additional international immersion trips of approximately 20 students each. Similar to Ignacio volunteers in preparation and follow-up reflection. Contacts:

Mexico: Donald McMillan, S.J., 617-552-2422;

El Salvador: Dan Ponsetto, 617-552-3479;

Nicaragua: Melissa Kelly, 617-552-3695 or Dan Leahy, 617-552-3478.

#### **Urban Immersion**

Week long residential/community, faith-based service. Typically over semester and Spring breaks, approximately 50-100 students participate in service at various worksites and engage in communal reflection and prayer each evening. Contact: Dan Leahy, 617-552-3478.

## **CANISIUS COLLEGE**

### **MODEL PROGRAMS IN PROMOTION OF JUSTICE**

#### **Commitment to Justice in Jesuit Higher Education**

**October 5 – 8, 2000**

**Santa Clara University**

#### **Demographics Data**

Founded by the Jesuits in 1870, Canisius College is an independent, co-educational, medium-sized regional institution of higher education. It is the premier and largest private college in Western New York with approximately 5,000 students. Of these 5,000, about 30% are enrolled in the Graduate Division. There are 29 programs leading to baccalaureate degrees in the College of Arts and Sciences, 10 in the Richard J. Wehle School of Business, six in the School of Education and Human Services, and several certificate programs, pre-professional programs, and special programs as well as associate degrees. Graduate studies include specialization in business, education, and other professional fields.

As an urban college, Canisius enjoys a special relationship with the City of Buffalo. The concept of community service on which the College prides itself is best evidenced by the large number of Canisius graduates who have occupied important positions in the professional, educational, commercial, and political life of the City and the surrounding communities, as well as in the State of New York.

Canisius College emphasizes the ideal of academic excellence along with a sense of responsibility to use one's gifts for the service of others and the benefit of society. In this regard, the Strategic Plan of Canisius College articulates that the college seeks to promote the intellectual and ethical life of its students, helping to prepare them for productive careers as well as for meaningful personal lives and enabling them to make positive contributions to human progress. Its curricular and co-curricular programs of the College are designed to educate the whole person through the development of intellectual, moral, spiritual, and social qualities. The College aims to promote the contemporary Jesuit mission of the service of faith and the promotion of justice.

While many programs at Canisius contribute to the promotion of justice, the following programs have been selected as those that especially demonstrate the strong social mission of the College. Some of those described have long histories in the College; others are relatively new ventures.

#### **Model Programs That Promote Justice**

### **I. Justice and The Canisius College Community**

**A. Committee on the Status of Women (CSW).** The CSW was created as a standing committee in 1992 in response to recommendations of a study and survey on the status of women. Its mission is to "foster a sense of community among the College's students and staff through personal interaction marked by courtesy, respect, openness and integrity, to acknowledge and affirm women as a resource that adds value to the college and to advocate recognition of the individual contributions of women to the College and to encourage their growth and development." Members of the Committee include secretarial and technical staff, administrators, and faculty members.

Through activities and involvement undertaken particularly since 1995, the Committee has accomplished much that has had direct consequences on the status of women at Canisius College. These results include: equitable distribution of professional development opportunities, strengthening the presence of women professionals to create role models and leadership for the campus community, the establishment of workshops on gender, management, leadership and legal issues, and dissemination of information on legislation and policies, institutional concerns and opportunities and issues in the external community that impact women. One particularly important series of discussions continues to involve a study of the economic equity of women at Canisius College. Outcomes to these discussions from 1995 to the present have meant salary increases for secretarial and technical staff as well as for other constituents of the Community. By raising an awareness of the roles that women play in the institution, the CSW has helped to sensitize men and women to promote a climate of mutual respect and integrity.

**Contact:** Patricia A. Hutton, Professor of Economics and Finance, Canisius College, 2001 Main Street, Buffalo, NY 14208; Phone: (716) 888-2673  
email: hutton@canisius.edu

**B. Human Resources Committee.** A new committee initiated in 1999, Human Resources strives to understand how the expectations for supportive human resource management practices are translated in the lives of members of the Canisius Community. This Committee is an important one for raising the spirits of all individuals by serving as a conduit to disseminate information on human resource policies and practices, for clarification of and education on these policies, and to encourage engagement of members of the Canisius Community in discussion of related specific and general issues. The Human Resources Committee originated from discussions and a proposal to Fr. Vincent Cooke, President, from the Canisius College Committee on the Status of Women. As Canisius College continues to experience unprecedented growth, the HRC studies how progress and positive attitudes are maintained in each administrative unit. Looking to recent successes of the College, the Committee tries to interpret them as inspiration for individuals in the College Community to proceed into new ventures whether they be in research, teaching, or service. The HRC includes members of administration, faculty, and College personnel who attempt to encourage individual initiative and morale mainly by sharing their meeting discussions with the Community by email. All individuals at Canisius College are invited to join focus groups, each led by one member of the HRC. The purpose of the focus groups is to solicit advice, comments and concerns about: 1) specific occupation conditions and relationships between and among personnel and their immediate supervisors; 2) concerns with respect to institutional human resource policies. Members of the Committee generate their own activities depending upon their roles at Canisius. Recent endeavors include

congratulatory events to honor the achievements of staff, faculty, and administrators, benefits for part-time employees, and the administrator's handbook.

**Contact:** Patricia A. Hutton, Professor of Economics and Finance, Canisius College, 2001 Main Street, Buffalo, NY 14208; Phone: (716) 888-2673  
email: hutton@canisius.edu

**C. Campus Ministry.** The heart of every Jesuit institution of higher education is its center for spiritual ministry. At Canisius College, Campus Ministry enables the entire community to understand the "whole person" is not at all whole without spiritual development. Several initiatives throughout the academic year and beyond bring faculty, staff, and students together on issues of peace and justice. Among these are: Hunger and Homelessness Awareness Week, Canisius College Community Day, Soup with Substance Lenten Luncheon Series (based upon the ideals of Dorothy Day and the Catholic Worker Movement), The Ignatian Seminar for faculty and staff, The Appalachia Spring Break, Project Mexico, The Martin Luther King, Jr. Poetry Contest, and The Canisius College Community Service Scholarship. A very important component of Campus Ministry involves the coordination of student volunteers who serve in several capacities with area organizations. Students participate in local runaway shelters, tutoring children and refugees, and helping in soup kitchens.

All members of Canisius College are encouraged to participate in each initiative. Service to others is of primary concern, based upon study and positioning in the spirit of St. Ignatius. In order to provide for discernment, Campus Ministry provides several retreat options that accommodate the wide variety of schedules of the community. Local activities and collaboration provide the scaffolding for the international initiatives, as well as for responses to singular issues such as the Jubilee 2000 Campaign calling for cancellation of world debt.

Project Mexico is the inspiration of Canisius College Campus Ministry. It is the response to a desire for an International Service Project which would bring together Canisius College young adults and the people and culture of Mexico, particularly Mexico City. In cooperation with the Centro Familiar de Obreros in a complex managed by the Dominicanas Cristianas, the project provides a day camp for children, giving them the opportunity to engage in games, sports, crafts and activities to help develop the whole person. Participants have prior preparation in the Spanish language, Mexican culture, the socio-political reality of Mexico, and service values and principles.

**Contact:** Rev. Richard Galligan, S.J., Director of Campus Ministry, Canisius College, 2001 Main Street, Buffalo, NY, 14208; Phone: (716) 888-2420  
email: galligar@canisius.edu

## **II. Justice and Diversity**

**A. The Office of Multicultural Programs.** In the fall of 1989, the College established The

Office of Multicultural Programs and other support services to meet the campus community goals of fostering, respecting, and exploring cultural differences while viewing such differences "as assets, rather than burdens." The Office of Multicultural Programs is considered as a place that articulates the Jesuit commitment to diversity in higher education. The Office assists the College in enhancing services for ALANA (African-American, Latino/American, Asian-American, and Native American) student communities, and introduces the entire student population to issues involving cross-cultural patterns, participation in the life of the College, and self-concept concerns. The Office also serves as a referral and support unit regarding academic, financial, personal, and social matters. The Office also sponsors the annual Martin Luther King Awards that honors a faculty member, administrator/staff and student who represents the ideals of Dr. Martin Luther King, Jr. and who possesses qualities that foster equality, fairness, human rights and justice.

**SubCommittee on ALANA Student Recruitment.** President Cooke has recently established a sub-committee to the College Enrollment and Recruitment Committee to focus recruitment activities on ALANA student recruitment. Among the top priority goals of this sub-committee are to develop more effective relationships with ALANA churches and community agencies, create an ALANA ambassador program, institute on-campus visits for ALANA high school students and promote the development of endowed ALANA scholarships.

**Contact:** Subabu C. Norris, Director of Multicultural Programs, Canisius College, 2001 Main Street, Buffalo, NY 14208; Phone: (716) 888-2787  
email: [norris@canisius.edu](mailto:norris@canisius.edu)

**B. The McGowan Learning Community Scholarship Program.** In the recent past, Canisius College has been awarded a McGowan Learning Community Scholarship Program for Students of Color ("MLCP"). The MLCP grant will provide up to twenty (20) competitive four-year renewable scholarships covering full tuition, fees, room and board. Freshmen will be selected for the MCLP beginning in Fall Semester 2000. The MLCP will offer students a college experience that focuses on team learning to: (1) increase academic achievement; (2) improve thinking and communication skills; and (3) develop leadership potential. Students will be offered a series of courses in which they will work in small groups and complete projects collaboratively, using faculty and student proctors as mentors. Students will also be enrolled in summer leadership camp prior to their freshman year and in a series of leadership workshops throughout their four years. Whatever their academic major, students will also have the opportunity to participate in internships offered by a select groups of Western New York Companies.

**Contact:** Kenneth M. Sroka, English Department, Canisius College, 2001 Main Street, Buffalo, New York 14202; Phone: (716) 888-2661

**C. Canisius' Opportunity Programs for Education (COPE).** COPE is responsible for administering two very different and distinct programs: HEOP and MLK. The two programs are designed to offer educational opportunities as well as to provide academic and financial support.

The Higher Educational Opportunity Programs (HEOP) is a comprehensive academic program created in 1970 by the New York State Legislature to assist in providing access for all New Yorkers to the State's private colleges and universities. The program is designed for students who, based on high school academic performance, have the potential for and interest in pursuing college level study, but do not meet the regular admission requirements. HEOP is sponsored jointly by the State Education Department and Canisius College. The program offers financial assistance based on need, and a variety of support services. The Martin Luther King Scholarship/Grant (MLK) is an institutional program for minority students who demonstrate strong high school academic performance. MLK awardees must meet the regular admissions requirements of the college.

**Contact:** Lilly A. Adams-Dudley, Director - C.O.P.E., Canisius College, 2001 Main Street, Buffalo, NY 14208; Phone: (716) 888-2575

**D. International Students.** Canisius College welcomes international students and appreciates the cultural diversity they offer the student body. Currently, the College's international students are from over 40 countries including areas as diverse as Europe, the Middle East, Africa, Asia, South America, and Australia. The Office of International Student Programs advises international students and assists them with their adjustment to Canisius College and American culture by organizing educational and social programs. To further encourage cultural understanding within the Canisius Community, the International Student Programs Office also arranges host families for international students and organizes an annual international fest, a week-long celebration of cultural diversity on campus. Other services for international students include an extensive orientation for new students, assistance with immigration regulations, and special tutorial help in English. The Global Horizons Association, a student organization for American and international students, plans additional activities to promote cultural awareness on campus.

**Contact:** Esther A. Northman, Director International Student Programs, Canisius College, 2001 Main Street, Buffalo, NY, 14208; Phone: (716) 888-2784

### **III. Justice and Community**

**A. The William H. Fitzpatrick Lecture Series.** Paul E. and Walter D Fitzpatrick presented Canisius College with The William H. Fitzpatrick Chair of Political Science in 1958 in memory of their parents. Their father, William H., was actively involved in state and local politics for many years. William H. Fitzpatrick believed that political leaders could be trained for the "profession" of politics. This assertion has helped to establish the goal of the Fitzpatrick Chair, that of bringing to campus prominent individuals whose professional careers attest to their expertise on political issues and problems. Hon. Harry S. Truman, the 33rd President of the United States, inaugurated the Fitzpatrick Lecture Series in 1962. The Fitzpatrick Lecture Series also sponsors events in conjunction with the annual Dr. Martin Luther King, Jr. Celebration.

Most recently, Dr. Cornel West, Professor of Religion and Afro-American Studies at Harvard University spoke to the Canisius College and Buffalo community on February 11, 2000.

**Contact:** Dr. Michael V. Haselswerdt, Chair - Political Science Department, Canisius College, 2001 Main Street, Buffalo, New York 14208; Phone: (716) 888-2694

**B. The Frank G. Raichle Pre-Law Center and Lecture Series.** Canisius College established a Pre-law Center in Summer 1981. This Center was made possible by a gift from Frank G. Raichle, Esq., a leader of the American bar, and a member of the College's Board of Trustees. The Raichle Pre-law Center has as its objective enhancing the quality of the undergraduate experience of those Canisius students who wish to attend law school and enter the legal profession through the medium of a liberal arts education. The Raichle Pre-Law Center also sponsors The Frank G. Raichle Lecture Series on Law in American society. The lecture series has as its purpose the advancement of our understanding of problems of law in American society. The Hon. Byron R. White, Associate Justice of the United States Supreme Court, inaugurated the Frank G. Raichle Lecture Series in 1983.

**Contact:** Peter J. Galie, Director - Raichle Pre-Law Center, Canisius College, 2001 Main Street, Buffalo, NY 14208; Phone: (716) 888-2699  
email: galie@canisius.edu

#### **IV. Justice and Learning**

**A. The Core Curriculum Committee** 2000 the core curriculum is undergoing a global review as part of the four- year cycle. With concern for academic excellence and justice for every student, the Committee has engaged in a study of all the principles, requirements, and criteria of the curriculum in view of the College's mission and identity.

The College has a substantial (eighteen course) core curriculum. The rationale of a distinctively Jesuit college is the development of the whole person into one who has an Ignatian world view, and the core curriculum at such a Jesuit college is supposed to provide the curricular foundation necessary for the development of such a person. Most basically, according to such an ideal, each human person is deserving of special care and hence we are all called to be men and women for others.

The Core Curriculum introduces students to different methods of inquiry, exposes them to the best minds and ideas of civilization, and provides them with the skills necessary for living successful lives. The assumption is that the curriculum of studies must be sufficiently broad and liberal enough to expose students to the wealth of knowledge whereby they can fully appreciate the value of God's world. However, it is not enough that students of Jesuit colleges come away with a theoretical understanding and appreciation of different modes of inquiry and sufficient skills to be worldly successful. They must also take the next step in practice to become women and men for others. This is accomplished by incorporating service learning, certain kinds of internships, faculty mentoring and "consciousness raising" techniques.

**Contact:** John Zeis, Department of Philosophy, Canisius College, 2001 Main Street, Buffalo, NY 14208; Phone: (716) 888-2588  
email: zeis@canisius.edu

**B. The Criminal Justice Program.** Canisius College offers a major and minor in Criminal Justice. The program is an interdisciplinary one designed to explore the complexities of crime and criminal behavior. Emphasis is placed on a critical examination of the American criminal justice system in terms of such issues as the relationship between poverty, race, and the operation of the criminal justice system. In addition, innovative approaches in correction, such as restorative justice are examined. Courses in the curriculum are drawn from the departments of Sociology/Anthropology, Political Science, History, and Psychology. Required courses include Criminal Law, Criminal Procedure, Violence and the Family, and Criminal Justice Ethics. In addition, students are offered the opportunity for research experience in independent study, and Juniors and Seniors are able to participate in field work and/or internships. Dual majors are offered with the departments of political science, psychology and sociology. Students may also undertake a dual major in criminal justice and psychology with a minor in forensic psychology.

**Contact:** Patricia E. Erickson, JD, Ph.D., Director of Criminal Justice Program  
Canisius College, 2001 Main Street, Buffalo, NY 14208; Phone: (716) 888-2749  
email: ericksop@canisius.edu

**C. The Women's Studies Program.** The Women's Studies Program at Canisius College has been in existence for ten years, since 1990. It consists of both a minor and a certificate program. The goal of the Women's Studies Program is to explore the complexities of women's lives and experiences, leading to a more complete understanding of humanity as a whole. The subject matter of Women's Studies is all of woman's experience as it has been constructed and described for and by women in a gendered world. The program emphasizes contemporary issues that affect women, the historical experiences of women, and the authority of female voices in literature, art, politics, and rhetoric. It is an interdisciplinary program that promotes diversity through a combination of academic course offerings and extra-curricular speakers and events. Each year, a luncheon is held and a faculty member, administrator and a student are selected to receive the Women's Studies Award.

**Contact:** Jane E. Fisher, Director - Women's Studies Program, Canisius College, 2001 Main Street, Buffalo, New York 14208; Phone: (716) 888-2112  
email: jfisher@canisius.edu

**D. "Seamless Learning" Programs.** The Vice Presidents of Academic and Student Affairs formed a "Seamless Learning" Committee that met in July and August of 1999. The committee developed a report that made short and long range recommendations for co-curricular learning opportunities. A standing committee has been formed to explore long term initiatives. Such initiatives include: designating an office responsible for coordination of experiential learning; developing a learning conference to allow students to present and integrate various types of experiential learning; developing integrated course "bundles" of two or three courses relating to

the same topic. Other working groups have also been formed to explore other issues including methods for providing incoming students with an integrated introduction to the College's philosophy of learning and to plan for an intercultural living center for housing international and American students.

**Contact:** Cary M. Anderson, Dean of Students, Canisius College, 2001 Main Street, Buffalo, New York 14208; Phone: (716) 888-2130  
email: andersoc@canisius.edu

**E. School Collaborations.** Teacher preparation programs in the United States are becoming more and more involved in actual classroom environments that take preservice teachers directly into the schools early on in their education. Partnerships between colleges and schools vary greatly in the kinds and degrees of mentorship and collaboration. At Canisius College students in baccalaureate programs in education are now involved in preservice experiences at an urban school in Buffalo, Hamlin Park School #74. In 1999 Keith Burich, Dean of the School of Education and Human Services, established a partnership with the Buffalo Public Schools to enhance the educational experiences of the undergraduate Education majors. This initiative is the first of its kind between the two organizations. It is designed to provide students at both institutions with significant educational opportunities that include tutorial services, mentoring, test preparation, physical education, and computer instruction. The children being served are between the ages of four and thirteen, pre-kindergarten through eighth grade. Faculty in the Education Department at Canisius have begun the study of how to structure the experiences for the college students to enable them to grow in their own understandings of the variety of roles that classroom teachers take on. In Spring 2000, federal funds were solicited through Title II to increase the integration of Canisius College students within the Buffalo Public Schools.

A second school initiative involves cooperation with a private school that is dedicated to teaching children with dyslexia. Canisius has provided a forum for structuring summer courses within the Buffalo Public Schools that are taught by specialized faculty from the Gow School. Teachers in the City will be able to integrate Gow School methodology in their instruction of children with reading difficulties.

**Contact:** Keith Burich, Dean/School of Education and Human Services, Canisius College, 2001 Main Street, Buffalo, NY 14208; Phone: (716) 888-3284

**F. Distance Learning.** In fewer than a half dozen years technology has advanced the capabilities of distance learning so that web-based courses as well as interactive audio/visual broadband dissemination are relatively simple. Canisius College has integrated such means in several initiatives. Those most concerned with justice involve the use of state-of-the-art broadband distance learning at both the undergraduate and graduate levels. In 1998 a basic Introduction to Philosophy course was taught for the first time to students in a technologically-equipped White suburban public high school and to students in a predominantly Black urban Catholic high school. For four years prior, the course had been taught only on site to the suburban students.

This course has been called a "jewel" in the curriculum of the Catholic high school by the Middle States accreditation organization. Students' evaluative comments have been most positive with particular acknowledgment among them regarding appreciation of learning between two highly diverse high schools.

**Contact:** John Zeis, Department of Philosophy, Canisius College, 2001 Main Street, Buffalo, NY 14208; Phone (716) 888-2588

A second distance learning course in 1999 involved two groups of graduate students at two colleges. One group was comprised of non-traditional students who were teachers in rural and small town schools that included Caucasian children, African American, Hispanic children, and Native Americans. The second group involved graduate students in the Canisius College Deaf Education Program. The former students were working towards a masters degree in reading at SUNY Fredonia and needed a course to satisfy their psychology of reading requirement. The Canisius students needed a core course that tied together their pedagogical area of studies for becoming teachers of deaf and hard of hearing children. The title of the course expresses the content-- Language and Literacy: Enabling Instruction for Children of Diversity. All students studied the psychological principles involved in the act of reading with special consideration of children in Western New York who come from language-deprived backgrounds and language different backgrounds, and that includes children who are deaf. This first graduate distance learning course has set precedent for future collaborations to be initiated by Canisius College.

**Internet Course.** A third distance learning initiative involves the use of the internet by graduate students of deaf education and local deaf children with deaf children in Queensland, Australia and their teachers. This summer course is an introduction for the Canisius College students to the Deaf Culture seen through the eyes of children. The local children who are involved are those whose families are unable to send their children to summer programs due to their lack of resources. All participants benefit from this course, not just the main players but also the American families who have opportunities to share information and concerns with the graduate students that have been paired with their children.

**Contact:** Patricia N. Chrosniak, Graduate Deaf Education, Canisius College  
2001 Main Street, Buffalo, NY 14208; Phone (716) 888-2261

**G. The Consortium of the Niagara Frontier.** This college program for prisoners began at the Attica Correctional Facility, a maximum-security prison in Attica, New York in April 1975. It now also includes two medium security prisons -- Collins Correctional Facility and Wyoming correctional Facility. Three colleges (Canisius College, Daemen College, Niagara University) provide most of the teaching faculty. Canisius Colleges awards the degrees. The philosophy of the Consortium program is to offer a broad range of courses and support services that are designed to help each student realize his full academic potential. It is grounded on the premise that a humanistic education can provide a person with the insights and skills necessary for both a richer personal life and a life of expanded possibility in the social world. As of May 2000, Canisius College has awarded 386 Associate of Arts Degrees and 242 Bachelor of Arts degrees

to prisoners in the Consortium program.

**Contact:** Debbi Zamock, Consortium of the Niagara Frontier, 4380 Main Street, Amherst, NY 14226; Phone: (716) 839-2990

**Prepared by**  
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## COLLEGE OF THE HOLY CROSS

### Demographic Data

Holy Cross is an undergraduate liberal arts college located in Worcester, Massachusetts, an older industrial city located in the center of the commonwealth. The campus sits on a hill about a mile from the downtown area. According to the 1997 census estimate, the population of Worcester is about 168,000. Roughly 12% of the population is Hispanic, 4% Black/non-Hispanic, and 3% Asian/Pacific. The city's median family income for 1997 was estimated to be \$49,000. The College has no graduate programs or professional schools. Its student population is 2700 (with 51% women and 49% men). Half of the students come from the New England states, and the other half come from the rest of the nation and overseas. Minority students represent 12% of the student body. Between 80 and 85 percent of the students are Catholic. Average family income for upperclass students receiving financial aid (the figure for students of the class of 2004 is not yet available) is \$79,000. There are presently 224 full-time faculty (of whom roughly 40% are women) and 33 part-time. Twenty-one Jesuits are employed by the College: 10 full-time teachers, 11 in administration and chaplaincy, of whom 8 are full-time.

### Model Programs That Promote Justice

Holy Cross, like every Jesuit school, has a wide number of outreach and volunteer programs in which numerous students participate. We are aware that these programs and activities need to be much better integrated into our students' academic lives so that they might be more effective occasions for service learning, and that those occasions have to incorporate a much stronger reflective component.

There are two efforts, however, that we would emphasize as indicative of our institutional commitments and as effective. (1) Currently in its eighth year, the College's **First Year Program** is organized around the question, "How then shall we live?" The Program accommodates 160 students and has proved to be effective in raising the consciousness of students at the beginning of their undergraduate experience to justice-related issues which touch upon key social, economic, political, moral, environmental, religious, and cultural concerns.

Students in the Program can enroll in special seminars, they engage in common readings and a number of extracurricular events, they take one year-long seminar on the theme selected for the Program (in addition to their other regular college courses), and they live in the same residence hall. In addition, during their orientation program all first year students are introduced to the College's moral and intellectual commitments as expressed in the 1992 Mission Statement. Organized around the theme of "Living the Mission," the orientation presentations and workshops introduce the students to the vital perspectives that will be shaping their undergraduate experience.

**Contact:** Prof. David Damiano  
email: ddamian@holycross.edu

(2) **Peace and Conflict Studies Program** one of the four academic concentrations offered through the Center for Interdisciplinary and Special Studies, furnishes a carefully designed format for students who are interested in faith and justice questions to pursue those concerns in an organized way. Through specially designed courses, offered both by Holy Cross faculty and by invited professors, public lectures, and special events, the concentration not only serves the students it enrolls but the entire College community as well. The Program graduates about twenty concentrators each year, whose interests range from arms control and international organizations to problems of domestic poverty and discrimination. The four concentrations (African American Studies, International Studies, and Women's Studies are the other three) provide a steady and effective stimulus within the College for regular and sustained reflection on justice-related issues.

**Contact:** Prof. Pedrag Cicovacki  
email: pcicovac@holycross.edu

The College has just established the **Center for Religion, Ethics, and Culture** and named Prof. David O'Brien as its first director. An important goal of this Center will be to give the concerns of the Mission Statement a formal platform within the College and to provide a forum for the ongoing conversation that will keep that Statement alive and meaningful.

Because it is so expressive of the College's self-understanding and is referred to here, we are appending the Mission Statement to this report.

## Demographic Data

Creighton University, in Omaha, Nebraska, operated under the sponsorship of the Society of Jesus, is the most programmatically diverse educational institution of its size in the nation. More than one-third of Creighton's 6,000-plus students are enrolled in the College of Arts and Sciences, less than one-third in the Schools of Dentistry, Medicine, Nursing, and Pharmacy and Allied Health Professions, with the remaining one-third evenly distributed across the College of Business Administration, the School of Law, the Graduate School, and University College (adult education). The "typical" Creighton student is much more likely to be white than a person of color, very likely to be from Nebraska or another Midwestern state, likely to be from a Catholic background, with women outnumbering men three to two.

## Model Programs That Promote Justice

Through the **Milton Abrahams Legal Clinic** in the Ahmanson School of Law, students (for academic credit) and a full time faculty director advise and represent low-income clients. By exposing legal students to such persons, their life situations and legal problems, and to the practice of poverty law, the clinic engages in justice education as well as in legal education.

**Contact:** Catherine Mahern, J.D., Director, Milton Abrahams Legal Clinic, 2120 Cass Street, Omaha, NE 68178; 402-280-3068  
email: mahern@creighton.edu.

The **Center for Health Policy and Ethics** offers courses in health care ethics in the Schools of Nursing, Dentistry, Medicine, and Pharmacy & Allied Health (occupational therapy and physical therapy), as well as in the biomedical division of the Graduate School. Justice in health care is a primary concern. Courses cover such issues as access to basic health care, managed care, the allocation of scarce resources, underserved populations, and conflicting theories of justice.

**Contact:** Dr. Ruth Purtilo, Director; 402-280-2017  
email: rpurtilo@creighton.edu.

For 25 years, the **Institute for Latin American Concern (ILAC)** has provided assistance, health care, and education to the people of the Dominican Republic (DR), and opportunities for cultural immersion, service, and reflection for Creighton students and faculty. Through the ILAC summer program, dental, medical, nursing, pharmacy, and undergraduate students, with supervising professionals, provide care and education in some of the DR's most remote mountain villages. Each spring, selected occupational therapy students reside for one month at the ILAC Center near Santiago, as do physical therapy participants during another month. Care is provided at various sites in the city where such therapies are otherwise not available.

**Contact:** Virginia McGill, Director; 402-280-3179  
email: vmcgill@creighton.edu.

The ILAC facility in Santiago also houses **Semestre Dominicano**. Each spring the College of Arts and Sciences offers up to 17 students the opportunity to earn 15 credits while living, exploring, and serving in a developing country. Two courses in his or her field (but related to the Latin American context) are taught by an accompanying Creighton professor, instruction in Spanish at various levels and Sociology of the Caribbean are offered by local instructors, and a community service course is taught by the on-site director. The diverse components of the program work together toward conscientization and the promotion of a commitment to justice. Each fall, Semestre Dominicano offers students in the College of Business Administration an opportunity to earn 15 credits in Spanish, sociology, two business courses, and a business internship/ community service course. The COBA Semestre Dominicano has been designed to open students' eyes and minds to the questions posed by vast disparity in wealth and by the actions of global businesses within a poor country.

**Contact:** Dr. Charles Dougherty, Vice President for Academic Affairs, 402-280-2772  
email: [charlesd@creighton.edu](mailto:charlesd@creighton.edu)

The **Justice and Peace Studies Program (JPS)** in the College of Arts and Sciences was launched in 1993-94 with reference to the 1975 General Congregation as mandate. Five courses form the JPS core: Foundations for Ethical Understanding; a community service learning course; Faith and Moral Development; Catholic Social Teaching; and a Senior Perspective with a social justice theme. Students may co-major [minor] in JPS or major in Justice and Society.

**Contact:** Roger Bergman, Director; 402-280-1492  
email: [rbjps@creighton.edu](mailto:rbjps@creighton.edu).

Many JPS participants have come to this academic program after some measure of conscientization through the ILAC summer program, Semestre Dominicano, or the Spring Break Service Trips and many other programs sponsored by the Creighton **Center for Service and Justice**.

**Contact:** Maria Teresa Gaston, Director; 402-280-1290  
email: [mtgaston@creighton.edu](mailto:mtgaston@creighton.edu).

Unless otherwise noted, all addresses are [program], Creighton University, Omaha, NE 68178. The complete text of our self-study, including a discussion of justice education in Catholic and Ignatian contexts and under the rubrics diffuse, intensive, and integrated can be found online at [www.creighton.edu/Justice](http://www.creighton.edu/Justice).

## **FAIRFIELD UNIVERSITY**

### **Demographic Data**

Fairfield University is a small, comprehensive, Jesuit and Catholic university. Founded in 1942, Fairfield University is located on a 220 acre campus approximately 5 miles west of Bridgeport, Connecticut and 40 miles east of New York City.

The University consists of undergraduate and graduate schools in four divisions - Arts and Sciences, Nursing, Business and Engineering - the Graduate School of Education and the School of Continuing Education.

There are approximately 3200 full-time undergraduate students, 836 part-time undergraduate students, 166 full-time graduate students and 897 part-time graduate students.

Of the 3200 full-time undergraduate students, the ratio of male to female is 45 to 55. Ninety-three percent of the full-time undergraduates come from New England and the Middle Atlantic states, with seven percent coming from the other states and from abroad. Ninety percent of the students are Caucasian and ten percent are AHANA. While no consistent means are used to record family income, it can be safely assumed that the vast majority of students come from middle class families. Sixty percent of the students, however, are receiving some form of need-based financial aid.

From the stand point of social justice, Fairfield University is blessed with a relatively new chapel and campus ministry center, a dedicated team of five campus ministers, a faculty, staff and student body who are, for the most part, committed to social justice, a large number of both academic and non-academic programs providing opportunities for doing social justice and proximity to a city –Bridgeport – with many opportunities for social action.

The expansion of academic programming, the development of new core options, and the creation of new service programs raise questions about the type of academic introduction the University provides its students. Perhaps the most significant question raised by these issues is the impact they have on the mission of the institution. Fairfield University is sensitive to the relationship between its academic programming and the Mission Statement of the University. It is our belief that these academic and service programs need to be grounded in the principles outlined in the Mission Statement in so far as Fairfield University is to remain a comprehensive, Jesuit, Catholic and liberal arts university.

### **Model Programs That Promote Justice**

The last 10 years have witnessed a dynamic growth at Fairfield University—there are enhanced educational opportunities available to a more diversified and larger student body, renovated facilities, and additional cultural and recreational opportunities for the University community. These and other activities were successfully accomplished because of the University's

commitment to planning and evaluation mechanisms designed to respond to the evolving needs of the University community.

Planning and evaluation initiatives occur at all levels of the University's infrastructure including the Board of Trustees, administrators, staff, faculty, students and alumni. The Mission Statement provides the contextual paradigm within which each group is encouraged to imagine, intuit, and create a more dynamic institution through a process of experience, reflection, action, and evaluation.

As a response to this widening sense of its mission, the Academic division of Fairfield University has developed the following initiatives:

The establishment of an **undergraduate program in Faith, Peace, and Justice Studies** (1987). This program is an expression of the Jesuit educational commitment which is fundamentally identified with the promotion of the values of peace and justice. The program is based on the principle that true peace is not only the absence of hostilities, but also requires the establishment of a just social order providing a decent and dignified life for all. Accordingly, the minor provides the student with an opportunity for the systematic study of a variety of issues in world peace and social justice, as well as an examination of how different religions and philosophical traditions have thought about these values.

**Contact:** Dr. Kevin Cassidy, 203-254-4000 ex. 2862  
email: jcassidy@fair1.fairfield.edu

The School of Nursing has developed a **Health Promotion Center in Bridgeport** to provide much-needed service to an impoverished community. In addition, it instituted a graduate program leading to a Master of Science in Nursing.

**Contact:** Dr. Kathleen Wheeler, 203-254-4000 ex.2708  
email: wheeler@fair1.fairfield.edu

**The School of Business** has developed a **nationally recognized business school curriculum** which employs interdisciplinary, cross-functional, team-taught approaches to learning. The school introduced a Master of Business Administration program in 1994. It also received accreditation this spring from the American Assembly of Collegiate Schools of Business (AACSB). One of the benefits of the team taught approach was a joint trip by a number of business faculty to Haiti where they established an on-going link for the exchange of information, technology and resources.

**Contact:** Dr. Walter Ryba, 203-254-4000 ex. 4070  
email: wrryba@fair1.fairfield.edu

The **College of Arts and Sciences** has introduced a number of new minors, including Women's Studies (1993), Black Studies (1995), Environmental Studies (1995), Legal Studies (1998) that specifically address justice questions.

**Contact:** Dean Beverly Kahn, 203-254-4000 ex. 2221  
email: bkahn@fair1.fairfield.edu

In 1995 the General Faculty approved a **diversity requirement for all undergraduate students**, beginning with the graduating class of 1999. Students select one course, drawn from either core, their major or minor, or electives, which deals in a significant way with diversity and pluralism in U.S. society by addressing issues of race, class, and gender. This course must be drawn from an approved list, which is designated in each semester's course book schedule.

**Contact:** Dr .Orin Grossman, 203-254-4000 ex.2278  
email: olgrossman@fair1.fairfield.edu

The **Bridgeport Engineering Institute** merged with Fairfield University to become the sixth school of the University, the BEI School of Engineering of Fairfield University. It received accreditation this spring from the national Accreditation Board for Engineering and Technology (ABET). During the summer of 1998, local grant moneys made it possible to bring a number of inner city high school students, who had evidenced ability in science to come to campus for several weeks to explore the field of Engineering.

**Contact:** Dr. Evangelos Hadjimichael, 203-254-4000 ex. 4147  
email: hadjm@fair1.fairfield.edu

Under the direction of a faculty member in the department of Psychology, **The Family Literacy Project** was established. This program is an early intervention program designed to increase the school readiness of low income urban Head Start preschool-age children through direct tutoring of the children and through parent education workshops. Students are trained to be literacy coaches and are assigned to work individually with preschoolers who have been identified as having delays in their language development. In addition to this supervised applied experience, several of our majors have used their work at Head Start to become involved in research.

**Contact:** Dr. Judy Primavera, 203-254-4000 ex. 2233  
email: jprimavera@fair1.fairfield.edu

**The Graduate School of Education and Allied Professions** was recently re-accredited by the Connecticut State Department of Education with much praise for the fine work it continues to accomplish. Its TESOL, **Foreign Language and Bilingual/ Multicultural Education** programs were praised for their contribution to public education in Connecticut.

**Contact:** Dr. Margaret Deignan, 203-254-4000 ex. 4250  
email: mcdeignan@fair1.fairfield.edu

A new **core curriculum component** was introduced in 1995. The Interdisciplinary Learning Communities in the Core Curriculum was funded by a grant from the National Endowment for the Humanities, the National Science Foundation, and the U.S. Department of Education. This exciting initiative links two or three core courses in the natural sciences, social sciences, and

humanities/fine arts which have a common focus or theme in order to encourage the comparison and synthesis of the perspectives and methodologies of different disciplines.

**Contact:** Dr. Orin Grossman, 203-254-4000 ex. 2278  
email: olgrossman@fair1.fairfield.edu

The University launched a number of new **study abroad programs** throughout the world. The partnerships forged with foreign universities have enabled our students to gain broader insight into the interconnectedness of a growing global community. Programs are now in place at Herzen University, Russia; Wroxton College, England; Lorenzo de'Medici Institute, Italy; Harlaxton College, England; Maastricht University, Netherlands; Sophia University, Japan; and Doshisha Women's College, Japan.. In addition to sending students abroad, Fairfield has been able to encourage a greater number of international students to study on its campus.

**Contact:** Ms. Christine Bowers, 203-254-4000 ex. 3404  
email: cbbowers@fair1.fairfield.edu

The establishment of a **Center for Multicultural Relations** as a focal point of the University's efforts to create a genuinely multicultural community of learners. Through this center faculty, administration and student leaders are brought together to explore opportunities for dialogue and cross-cultural exchange.

**Contact:** Larri Mazon, 203-254-4000 ex. 2909  
email: lwmazon@fair1.fairfield.edu

# FORDHAM UNIVERSITY

## Demographic Data

Fordham University, at Rose Hill, in NYC, in Tarrytown, has campuses in the heart of the Bronx, in the heart of Manhattan and in the heart of Westchester County. We are both a university and a college and we have highly regarded graduate schools of law, education, social services and education. Our students increasingly come from all parts of the country but we still have commuters from the immediate NY area. We have more women undergraduates than men, suggesting that the RAM (newspaper) is better than the Rams (our football team). We have, combined, about 15% minority undergraduate population. Our economic diversity is greater than most schools, reflecting our Catholic heritage and draw. Fordham's diversity is wide-ranging and our outlook and discussions reflect every major discussion about diversity, equality, identity and justice that you can imagine.

## Model Programs That Promote Justice

### 1) Office of Government Relations and Urban Affairs.

The Office includes the **Office Of South Bronx Redevelopment and Bronx Urban Resources Center** and it coordinates Fordham leadership in **the University Neighborhood Housing Program**. (See the video *PASSIN' IT ON: 25 YEARS ORGANIZING THE NORTHWEST BRONX*, produced by the *Mass Transit Street Theater & Video* in collaboration with the *Northwest Bronx Community & Clergy Coalition*.)

**Contact:** Joseph Muriana, Director

**3) Community Service Program.** Over 500 students participate each year, volunteering as tutors and mentors in neighboring schools and agencies, including soup kitchens and AIDs victims services.

**Contact:** Sandra Lobo, McGinley Center

**4) Global Outreach Program.** Involves 12 projects (about 120 students) both abroad (Guatemala, Haiti, etc.) and domestic (Harlem, Mississippi, etc.) each year (and now with more at Lincoln Center Campus). Began after the Second Vatican Council, it emphasizes the spirituality and inculturation premises of the *faith that does justice*.

**Contact:** Frank Rizzo, McGinley Center

**5) The Higher Education Opportunity Program,** began in 1969 and provides financial and tutoring help to New York State students from economically and academically disadvantaged backgrounds, mostly minority.

**Contact:** HEOP OFFICE, Freeman Hall

**6) Peace and Justice Program** Started in 1985 and is comprised of an introduction course and four designated courses from three disciplines.

**Contact:** Robin Anderson, Department of Communication and Media Studies

**7) The Fordham School of Law's Louis Stein Center for Law and Ethics, Public Interest Resource Center, the Joseph R. Crowley Program In International Human Rights, and the Alternative Dispute Resolution Curriculum.**

**Contact:** Dean John Feerick

**8) Service Learning Courses.** Until now, mostly a matter of individual professor initiative. Under Dean Van Arx, S.J. Fordham is actively considering a proposal to encourage any professor to provide opportunity for students to receive (up to 3) an extra credit for a service component that complements the course work. A senior seminar is also planned for more systematic reflection on the relationship between learning and service.

**Contact:** Mark Warren, Dept. of Sociology

**9) Faculty initiatives,** such as (since 1998) the **International Political Economy and Development Program (IPED) of the Department of Economics'** collaboration with Catholic Relief Services to sponsor annual scholarships for two graduate students to study the foreign debt of poor countries so that they might become competent participants in the scientific and ethical dialogue about human development and the responsibilities of the affluent and powerful nations of the world (Henry Schwalbenberg) and The **Fordham Faculty Seminar On Ethics,** the most continuous of Fordham's faculty seminars. Since 1992 the seminar has met to discuss ethical and value issues in an explicitly interdisciplinary way, with faculty representatives from Afro-American Studies, economics, philosophy, physics, religious studies, sociology and theology.

**Contact:** Celia Fisher, Dept. of Psychology

**10) Faculty Seminar on The Role of Peace and Justice Studies in Jesuit Higher Education** (Robin Anderson, Dept. of Communications and Media Studies) and the Fordham *Justice Project* (Judith Anderson, Philosophy), both initiatives begun as a result of the Boston College Regional Justice Conference as efforts to better institutionalize at Fordham the *faith that does justice.*

## GEORGETOWN UNIVERSITY

### Demographic Data

### General profile\*

Georgetown, founded in 1789, is a church-affiliated, liberal arts university. Programs are offered through Georgetown College, and the Schools of Business Administration, Foreign Service, and Nursing. It's 110-acre campus is located in Washington, D.C. The oldest campus building dates from 1795 and is in the Flemish Renaissance style. Georgetown University reports that it provides a traditional liberal arts education with a strong international influence. Its location facilitates exchanges with national government and international agencies for both students and faculty. Many internship opportunities are available, both on Capitol Hill and with the many non-profit organizations located in the nation's capital.

### Environment

- The majority of U.S. students come from: Middle Atlantic
- Campus size: 110 acre(s)
- City or town school is located in: Washington, D.C.
- Population of city/town: 543,213
- Campus is within one mile of city/town.
- Location/Environment: 110-acre, urban campus in Washington, D.C. (population: 543,213).
- Campus is in a major city (pop. 300,000 or more) or within its metropolitan area (approx. 25-mile radius)

### Faculty Profile

- Student to faculty ratio: 10 to 1
- Class size for freshman lecture courses: 32
- Class size for upper-level/division lecture courses: 24
- Number of male faculty: 572
- Number of female undergraduate faculty: 424
- Number of black faculty: 17
- Number of other minority faculty: 59
- Number of white faculty: 531
- Number of international faculty: 19
- Percentage of full-time undergraduate faculty serving as academic advisors to undergraduates: 100%

### Degrees held by faculty:

- Percentage of faculty who have terminal degrees in their field: 92% Faculty information is for: 1998-99

\* Information taken from [www.excite.com/education/](http://www.excite.com/education/)

### **Model Programs That Promote Justice**

There are a number of programs and centers at Georgetown University within which justice work is concentrated. In our full report, we include descriptions of the following programs: the

G.U. Law Center, the Program on Justice and Peace, the Center for Muslim-Christian Understanding, the Center for Urban Research and Teaching, the Partners for Urban Research and Service-learning, Student Affairs, Campus Ministry, and the Volunteer and Public Service Center. Here we present summaries of our two Amodel programs@ for justice.

### **The Undergraduate Program on Justice and Peace (PJP)**

One of the first decisions made by the committee that created the **Program on Justice and Peace** in 1993 was to adopt this name for the program, thereby signaling a commitment to institutionalize the centrality of issues of justice. Most comparable programs are known as "Peace Studies" or "Peace and Conflict Studies," but it was the view of that committee, and still the view of the current steering committee of the program, that peace and conflict are understandable neither empirically nor normatively in abstraction from considerations of social justice.

The PJP currently offers a minor in the College of Arts and Sciences and a certificate in the School of Foreign Service. Plans are underway to bring the program into the Business school as well. This year, the PJP will graduate 12 seniors, and has taught over 50 students in the fall 1999 semester's two sections of the Introduction to Peace and Justice course. We expect around 20 graduates next year and growing numbers for each of the next several years. The program also provides courses for students not working toward a minor or certificate, and supports such efforts as the Increase the Peace conflict resolution program of the Volunteer and Public Service Center. The PJP regularly sponsor speakers and other academic events including a major conference of the two national peace studies organizations in the Summer of 1997.

The majority of courses in the program deal with justice in one form or another. Such courses as Ethics and International Relations (Government) and Race and Ethnic Relations (Sociology) address empirical issues concerning the extent, nature, and causes of social injustice. Courses such as Women=s International Human Rights (Law, Women=s Studies) look at legal issues. Theology of Social Justice, and Ethics of Nonviolence are two of the courses devoted to theological or philosophical approaches to normative issues of justice. And even courses such as Community Conflict Resolution, which address violence more directly, consider such issues as conflict resolution under conditions of unequal power and across cultures. It is certainly fair to say that no student could finish the program without addressing issues of social justice from more than one disciplinary perspective.

#### **Contact:**

Further, many of the faculty in the program devote a significant part of their research time to working on issues related to justice in one form or another. John Langan, SJ, Mark Lance, Sam Marullo, Marilyn McMorro, Alisa Carse, Henry Schwarz, and Anne Cubilie are all members of the steering committee whose research agenda includes issues of justice centrally.

It is worth noting that this impact has been achieved with minimal resources. The current budget of the PJP is around \$50,000 annually. Many courses, including required courses, have been

taught by adjuncts due to departmental demands on the time of our core faculty. Only one member of the program, Mark Lance, is appointed in the program and he only 1/4 time.

These limitations have led to some difficulties. Given the limited pool of adjuncts and the limited opportunity to adequately screen them before hiring, the quality of adjunct-taught courses has been uneven. We have had no disasters, but clearly for many reasons would prefer to staff courses with regular faculty. In addition, the program suffers from a lack of anyone centrally trained in this interdisciplinary area. (There are a number of Ph.D. programs in Peace and Conflict studies in the country, yet none of the core PJP faculty members have their doctorates from such a program.) In many ways we have excellent and committed faculty who should be playing a supporting role to one or two central people, but who have been forced to this centrality themselves. That the program has flourished so in terms of student and faculty involvement and popularity despite these difficulties is a testament to the felt importance of these issues among students and faculty at Georgetown.

### **Institutional Success: The Justice Mission of the G.U. Law Center**

We present a lengthier description of the G.U. Law Center and its emphasis on a justice mission because we believe that it provides some useful lessons. While acknowledging a difference in professional education compared to liberal arts education, we nonetheless believe that the success of the Law Center in maintaining principles of academic freedom while operationalizing a justice mission provides guidance as to how a similar path might be developed elsewhere. In particular, its emphasis on a clinical law program emphasizing outreach to the poor and disadvantaged, built around a strong curricular foundation, entailing faculty engagement as whole persons (i.e. their teaching and scholarship as well as service), and ultimately incorporating these concerns into the rank and tenure evaluation process, demonstrates that such a path is possible while maintaining the highest academic standards and reputation.

Although teaching and research initiatives in the Law School are driven, as they are in the academic departments of the undergraduate schools, by an academic discipline, law lends itself to a justice mission more easily than do the academic disciplines at the Main Campus. While the concept of pro bono publico is not found in the ethics of doctoral study, it is a time honored tradition in the legal profession and in the legal academy. Thus unlike the study of other academic disciplines, the study of law demands that concepts of social justice be incorporated into the education of students.

Academic Programs at GULC. The Law Center's active participation in a social justice mission dates back at least to the social upheaval that developed in America in the 1960's. During the 1960's and 1970's, Washington, D.C. was the site of many demonstrations and protest marches against government policies concerning civil rights and foreign policy. Students, including those at GULC, were organizing action groups for various social causes. Faculty members were creating legal teams to represent those opposed to government policies and developing institutes to improve the administration of justice. Georgetown Law Center, by virtue of its location near the courts, became important because of its convenient facilities and for the services it could provide to those engaged in these efforts. The faculty and fellows from the then newly formed Prettyman Internship program represented defendants and trained other

lawyers to do so in the Washington, D.C. uprising after the Martin Luther King assassination. When the protestors came to Washington during the Viet Nam war era, Georgetown became the temporary home of the Emergency Bail Fund, created to obtain the speedy release of protestors detained for various offenses.

Although these activities were taking place in other law schools, they had an especially profound influence at Georgetown. From these turbulent times came an interest in designing law school courses that integrate legal theory and practice. With funding first from the Ford Foundation and then from the Council on Legal Education and Professional Responsibility, law schools nation-wide began establishing clinical education courses. Students in clinical courses were permitted to practice law while under the direction of faculty members and to earn academic credit for doing so. The faculty who taught these early courses were drawn from the public interest lawyering community so they naturally sought community members and community causes to represent. The faculty not only taught substantive law and lawyering skills, but sought to convey as well the principle that justice must exist for all people, irrespective of wealth or privilege.

In 1968, Georgetown created its first J.D. clinical course. Students in the course represented tenants seeking redress from their landlords and changes in the law governing landlord-tenant relations. By 1972, Georgetown had seven clinical courses representing low income people in various areas of law. Because they were experimental, some of the early clinical courses did not survive. Only four from that era remain. Nonetheless, Georgetown Law Center today has twelve clinical courses, three service-learning courses, and four pre-clinical courses where students represent or teach the under-represented while studying the law and the role of lawyers in a just society.

This commitment to social justice is a defining feature of the Law Center today. The current Law Center Long Range Plan states that:

the Law Center's goal is to educate students to be superb lawyers who will promote justice and serve others both in their legal practices and in their lives. Our graduates will combine the highest analytical ability with both ethical sensitivity and an understanding of the interdisciplinary and human complexity of legal problems. In order to achieve this goal, we must as an institution embody those characteristics that we aspire to for our graduates. We must promote and nurture the highest standards of scholarly inquiry and intellectual rigor. We must continue to explore the integration of theory and practice both in our pedagogy and our scholarship. We must exemplify our ideals of service and the promotion of justice.<sup>1</sup>

This spirit, with explicit roots in the Jesuit tradition is also embodied in the Law Center motto, "Law is but the means, justice is the end which adorns the Law Library.

The social justice mission is an integral part of the learning that occurs in every clinical education course at Georgetown. The Law Center currently offer the following clinical courses:

- Appellate Litigation Represents prisoners with their appeals;

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<sup>1</sup> The Georgetown University Law Center Long Range Plan, Summary.

- Center for Applied Legal Studies Represents immigrants seeking political asylum;
- Criminal Justice Represents adults accused of crime;
- Domestic Violence Represents abused spouses and partners seeking civil protection orders;
- Family Opportunity represents families seeking special education placements and family entitlements;
- Federal Legislation Represents various groups, including Catholic Charities, which have public interest initiatives pending before Congress;
- Harrison Institute Policy Represents various groups which have public interest and health, trade, and sovereignty initiatives pending before State legislatures;
- Harrison Institute Housing and Development represents citizen groups involved in community development and housing conversions;
- Institute for Public Representation Represents citizens and groups in Civil Rights, Environmental, and Communication law cases;
- International Women's Human Rights works with African women's groups to improve the laws and conditions of living for women in Africa;
- Juvenile Justice Represents children accused of crime;
- Law Students in Court Represents tenants and low income plaintiffs;

The Law Center also offer courses where legal work with community groups is integrated into the course but where the students do not perform their tasks in the role of an attorney.

Nonetheless, social justice is incorporated into the learning process. Those courses are:

- \* Capital Punishment and the Judicial Process Seminar Students work with death penalty lawyers;
- \* Community-Based Lawyering; Theory and Practice Students work with community groups;
- \* Public Interest Lawyering in the District of Columbia Students work with public interest lawyers;
- \* International Human Rights Workshop Students work with human rights lawyers.

The Law Center offers some courses that fall somewhere in between undergraduate service-learning courses and clinical courses. Community activities are directly integrated into the courses but they do not involve lawyering activities.

Street Law, High Schools Students teach legal issues to high school students;  
 Street Law, Communities Students teach legal issues to residents of homeless shelters;  
 Law and Literacy Students tutor families while learning the importance of education and speech in society.

In some sense, because of our goals and those of the profession, all courses taught at the Law School involve social justice. Nonetheless, some do so more actively than others. In addition to our clinical program, 70 class room courses and seminars have been designated as related specifically to public interest law.

Research endeavors are, by and large, idiosyncratic to individual the faculty members. It is difficult to say at any given time whether a faculty member's research is "community-based". Sometimes it is even difficult to define "community" for research purposes. For example, books recently published by faculty members on racial injustice in the criminal justice process and on poverty policy are arguably community based research projects. Moreover, most research by faculty teaching a clinical course stems from their community work. A cursory investigation discovered ten faculty currently doing research on issues that can be called part of the social justice mission.

Because we see these goals as being part of our academic mission, there are no longer any institutional distinctions between class room teachers and clinical teachers. All are on the same tenure track. Funding is fairly apportioned among the various programs and faculty achievements in the social justice area are celebrated and rewarded by the Law Center faculty, students, staff and administration.

**Students Activities.** When visitors enter the Law Center through its main entrance on New Jersey Avenue, the first office they see is the **Office of Public Interest and Community Services (OPICS)**. The location of the office conveys a strong statement about the role service plays in the life of the Law Center.

OPICS was created in 1996 to coordinate the Law Center's broad array of non-curricular public interest and community service activities. In addition to being a public interest information center, OPICS staff advise students on academic and career choices, facilitate student pro bono activity, and acts as a liaison among faculty, staff, students, and the D.C. community on public interest and community service matters. The office also houses a resource library containing materials relating to public interest careers, pro bono opportunities, and other public service issues, events, and programs.

Several specific programs OPICS foster the justice mission. OPICS conducts an annual Public Service Awards Reception to bring together faculty, staff, and students in celebration of the spirit of service at the Law Center. The event honors students, staff and faculty who have performed outstanding service to the D.C. community and/or the Law Center. Awards for Outstanding Community Service Student, Outstanding Public Interest Student, and Outstanding Faculty member are given and Certificates of Merit are presented to students who have performed a significant number of hours of public service.

At some time during the year, OPICS also presents the Robert F. Drinan, S.J., Alumni Public Service Award. The Law Center created the Drinan Award in 1996 to honor outstanding graduates whose careers have been marked by exemplary public service.

In addition to the work of OPICS, several student organizations exist to further social justice. They are: Family Literacy Project, Emergency Domestic Relations Project, Public Interest Law Scholars, Asian Pacific American Legal Resource Center, Children's Advocacy Group, Death Penalty Group, Alternative Dispute Resolution Society, Innocence Project, and Habitat for Humanity.

Financial Assistance for Public Service Careers. Several Law Center programs are designed to provide financial assistance to students and graduates wishing to pursue public interest and government opportunities. The Loan Repayment Assistance Program provides funds to students working in the public interest after graduation to help them meet their outstanding school-loan obligations. If students stay in the program long enough, their entire student loan debt will be repaid.

**The Public Interest Law Scholars Program** provides partial tuition scholarships to those students who commit themselves to public interest careers after law school. Special courses and program accompany the tuition grant.

*The Equal Justice Foundation's* summer fellowship project provides funds to students who choose to work in the public interest during the summer. Money to support the stipends comes from the Law Center as well as from donations by the students themselves.

Finally, the Law Center, in conjunction with the Catholic Legal Immigration Network (CLINIC) and the Jesuit Refugee Service provide a two year fellowship to a recent law school graduate. Graduates work in one of the CLINIC offices representing immigrants.

**Contact:**

# GONZAGA UNIVERSITY

## Demographic Data

- Location: Urban
- Student Body: (Undergraduate) 2912 total, 2669 FT, 243 PT, 45% male, 55% female, 12% students of color.
- Median gross family income of undergraduates: Around \$70,000
- Percentage of Catholics: approximately 65%
- Undergraduate Tuition: \$16,710, Room and Board: \$2780, Fees \$175

Schools and Colleges: College of Arts and Sciences, School of Business Administration, School of Education, School of Engineering, School of Professional Studies, Graduate School, Law School.

## Model Programs That Promote Justice

1. **Core Curriculum in the College of Arts & Sciences:** As of Fall 1999 all entering students are required to take a 3-credit course related to race, ethnicity and culture in the United States. The purposes of this requirement are (1) to promote a greater understanding of different traditions and cultures and an appreciation of the rich variety of the world in which we live; (2) to raise students' awareness of issues of justice related to race and ethnicity, as well as gender, class and other potential sources of inequality; (3) to prepare students to deal constructively with those issues; and (4) to prepare students to live and work in a pluralistic society. Students will be able to fulfill this requirement by taking a course in any one of a variety of disciplines, including Sociology, Psychology, Political Science, Communications, English, History, Music, Spanish, Philosophy, and Religious Studies.

**Contact:** Dr. Robert Prusch, Acting Dean of the College of Arts & Sciences, (509) 323-5522  
email: prusch@gonzaga.edu

2. **Service Learning and Volunteer Programs:** The Center for Community Action and Service-Learning (CCASL) is a resource center for students, faculty and community partners who are engaged in curricular and co-curricular community service initiatives. CCASL supports a wide array of such programs including an academic service-learning program that includes twenty-five faculty, eleven academic departments and programs within the graduate school. During the current academic year, 430 service-learning students will contribute at least 6,450 service hours to non-profit organizations in the Spokane community. Nationally recognized model community service projects, such as the Campus Kids mentoring program for at-risk youth, are also housed at CCASL. The CCASL staff includes a Director, a Service-Learning Coordinator, full-time AmeriCorps Members, plus graduate and work study staff. The Center is located within the Division of Student Life and works closely with other departments and

administrators, such as the Academic Vice President, the Law School, the School of Education and the College of Arts & Sciences.

**Contact:** Sima Thorpe, Director, (509) 323-6856  
email: thorpe@gu.gonzaga.edu

Gonzaga University also supports several alternative spring break and service abroad projects including the student-led Program for International Education and Relief (PIER) and the Mission: Possible spring break project. PIER has sent GU volunteer teams to Croatian and Bosnian refugee camps during the summer and is planning another project in Nepal. Mission: Possible's rapidly expanding program now includes 42 students at several sites in the U.S.

**Contact:** Raymond Reyes, Associate Vice President for Diversity, (509) 323-6550  
email: reyes@gu.gonzaga.edu

**3) Office Of The Associate Academic VP For Diversity (AAVPD):** The Office of AAVPD was established in 1998 and is responsible for assisting the University in keeping human diversity and social justice at the forefront of its consciousness by creating a comprehensive number of initiatives to improve intercultural understanding and racial equality. The Office of AAVPD works in collaborative partnerships with other University departments and Spokane community organizations, while addressing six major areas of institutional need: campus climate, curriculum development and reform, staff and faculty professional development, policy development, recruitment and retention of AHANA students, and training and teaching. To date the Office has: created programs such as the Academic Cultural Excellence Student Leadership Program, the Live GU television series, Straight Talk discussion series, diversity training workshops for the corporate sector; made partnerships with the Spokane Diocese, Churches Against Racism, and the NAACP; begun advising student organizations (e.g. the Gay, Lesbian, and Bisexual Support group; student chapter of the NAACP); and been integral to the organization of the Spokane Task Force on Race Relations along with planning their Third Annual Congress on Race Relations.

**Contact:** Raymond Reyes, AAVPD, (509) 323-6550  
email: reyes@gem.gonzaga.edu.

**Unity House Cultural Education Center**, under the Office of AAVPD, promotes cultural understanding through implementing and planning cultural events and educational programs. The Center works primarily with individuals and groups on the cultural edge of the University. It seeks to afford opportunities to broaden the conversation around academic and social learning beyond the Euro-American approach by providing a safe and comfortable environment for students to explore such issues and by making available such resources as a multi cultural reference library, video collection, PC lab, mentoring, lectures and discussions, and a News Quarterly in collaboration with the International Student Programs. The Director also teaches a course on Ethnicity and Diversity in the School of Education.

**Contact:** Robert Bartlett, Director, (509) 323-4108  
email: bartlett@gem.gonzaga.edu.

**4) Gonzaga Institute for Action Against Hate:** In December 1997 the University Trustees voted to approve and implement the Institute. Its mission is to fight hate through education, research, and advocacy. It brings together different disciplines and perspectives on the subject of hate, increases relevant inter-disciplinary learning opportunities, and encourages and facilitates hate-related research. The Institute also trains law students for representation of victims of hate and hate crimes, and provides resources for training community based individuals and organizations working against hate and organized hate groups. The goal is to grow into a highly visible, pro-active, and recognized academic center for studying hate and formulating strategies for addressing its causes and consequences. This will be accomplished, in part, through the publication of a scholarly journal on topics relevant to understanding and combating hate and hate crimes.

**Contact:** George W. Critchlow, Director, (509) 323-3791  
email: GCritchlow@lawschool.gonzaga.edu.

**5. Science Outreach Program to Native Americans:** The Native American tribes of Eastern Washington and Northern Idaho have jurisdiction over large areas of land and diverse natural resources, yet they lack the educational resources to train tribal members in the management of those resources. Faculty and students in Gonzaga's Biology Department have begun a program to help improve pre-college science education for Native Americans in the region, developing programs to integrate scientific approaches with the Indian cultural understanding of the natural world. The main activities of the Outreach Program are 1) curriculum review and implementation, 2) teacher professional development and 3) having Gonzaga undergraduates assist in teaching science in the schools. The program has just begun, with one undergraduate working in one of the reservation schools. A full-time faculty member has been hired to coordinate the program next year, one major grant to support the program has been submitted, and others are being developed.

**Contact:** Prof. Robert Prusch, Program Director, Biology Dept., (509) 323-6621  
email: prusch@gonzaga.edu.

# JOHN CARROLL UNIVERSITY

## MODEL PROGRAMS IN PROMOTION OF JUSTICE Commitment to Justice in Jesuit Higher Education October 5 - 8, 2000 Santa Clara University

### Demographics Data

Founded by the Jesuits in 1886, John Carroll University is an independent, co-educational, medium-sized regional institution of higher education.

<b>Campus Size:</b>	<i>60 acres 8 residence halls - academic buildings</i>
<b>Location:</b>	<i>University Heights, an attractive residential suburb 10 miles east of Cleveland, Ohio</i>
<b>Academic Programs:</b>	58 Bachelor's and Master's degree programs
<b>Financial Aid:</b>	<i>70% of students receive need-based financial aid</i>
<b>Enrollment:</b>	<i>3,328 full-time undergraduates ;4,384 total student body; 75% of those who enter as freshmen graduate</i>
<b>Faculty:</b>	<i>228 full-time faculty; 164 part-time faculty; 9% hold doctorate or highest degree in field; 62.9% tenured; 20.2% on tenure track; 16.9% visiting; 11 Fulbright Fellows</i>
<b>Student/Faculty Ratio:</b>	<i>15/1</i>

Throughout its history, John Carroll University has supported many programs designed to contribute to the promotion of justice. The following are representative of current efforts in this area:

### Model Programs That Promote Justice

- I. Justice and The John Carroll University Community
  - a. Center for Community Service

The Center for Community service, founded in 1992, reflects the mission and commitment of John Carroll University to the formation of men and women in the ideals of the Society of Jesus. Among these ideals is the creation of an academic community that champions service to others and the quest for justice as constitutive elements of a liberally educated person in the Jesuit tradition.

Some of the tasks of the Center for Community Service include linking individual students and student organizations with community volunteer needs. More than 50 community based service organizations in the Greater Cleveland area have provided quality service opportunities in programs ranging from tutoring, working with the disabled, housing and neighborhood rehabilitation, to disaster recovery. In addition to supporting student efforts, the staff of the Center assist faculty in incorporating service-learning opportunities into their regular classes. The Center also hosts an annual Community Service Public Forum, which has featured nationally known keynote speakers.

The Center for Community Service has become a base of operation for the local AmeriCorps program. Through this program, dubbed  $(MS)^2 + C$  (Math and Science for Middle Schools Plus Collaboration Project), JCU will recruit volunteers to help student in six school districts to meet Ohio State Proficiency standards for the 2000-2001 academic year.

Contact: Dr. Mark Falbo, [mfalbo@jcu.edu](mailto:mfalbo@jcu.edu) (216) 397-1662

### b. Campus Ministry

The purpose of the office of Campus Ministry at John Carroll University is to help create and foster a Christian community on campus. Additionally, in accordance with the University's mission statement, the Campus Ministry staff also seeks to inform and educate the University Community about the social issues of our day. The primary ways through which Campus Ministry fulfills this are through spiritual direction, liturgy, retreats, and social action projects.

Since 1977, JCU students have renovated homes in the inner city for low-income families. They have adopted a hunger center, and prepare hot meals there on a regular basis.

Campus Ministry offers two spring break service trips: the first to Big Ugly Creek, WV, and the second to Trenton, NJ. Over the last few years John Carroll's Campus Ministry has been developing a relationship with the community of Big Ugly Creek where students help in a community center that works primarily with literacy issues and helping with the after school program. While John Carroll's relationship to Trenton is new, the students will provide service to an agency that works in housing rehabilitation and construction. They also have a homeless shelter and an after school program.

Contact: William Fichter, Director [wfichter@jcu.edu](mailto:wfichter@jcu.edu) 216-397-4701

### c. JUSTICE

JUSTICE is an organization that stands for Jesuit University and College Students Concerned with Empowerment. It is a *national effort begun by John Carroll* students to unite the 28 Jesuit Colleges and Universities in a spirit of empowerment of students towards finding a solution for various social and political concerns. Currently there are active JUSTICE chapters at a majority of the Jesuit Colleges and Universities in the United States.

Recent JUSTICE projects include speakers to promote sweatshop advocacy and education, anniversary commemorations of the deaths of Bishop Oscar Romero and the Salvadoran Martyrs, a fundraiser aimed at relieving hunger at its source in Bangladesh, and participation in protests at the School of the Americas.  
Contact: Fr. Dan Reim, S.J. [dreim@jcu.edu](mailto:dreim@jcu.edu) (group moderator)

## II. Justice and Diversity

### a. The Office of Multicultural Programs.

The Office of Multicultural Affairs was established under the title of Office of Minority Affairs in 1987. Its purpose was to aid in the recruitment and retention of minority students. Actively cooperating with the other offices and departments, the Office of Multicultural Affairs provides scholarships, grants, mentors, and tutors for minority students. Its staff designs and presents cultural and educational programs to meet the needs of a culturally diverse student body. Its annual Cultural Awareness Series brings prominent speakers and performers to campus.

The Multicultural Affairs Office values participation and collaboration with other universities, institutions, and schools in programs that are beneficial to minority students. Currently, Multicultural Affairs has several out-reach programs, and seeks to involve John Carroll's minority alumni in the attainment of its goals and objectives.

Among its programs are:

- **Celebrating Diversity Workshop**  
The workshop is designed to demonstrate ways to eliminate all types of oppression and to promote the celebration of multicultural diversity. The workshop helps participants examine issues of identity, unfreeze prejudicial attitudes and act on the basis of shared values.
- **Early Awareness**  
Elementary, middle, and high school classrooms spend a day at John Carroll University. Students are informed of the importance of a college education and how to prepare for success in college. Parents are encouraged to participate in the day's activities. Classes come from public and parochial schools from the central city areas of Greater Cleveland, Lorain, Akron, and Canton.
- **Health Professions Day**  
Multicultural Affairs and Pre-health Professions Studies hold a biennial seminar for Northeast Ohio area minority high school students interested in medical or dental careers.
- **SYETP-Go To College**  
During the summer months, Multicultural Affairs enters into a contract with the city of Cleveland's SYETP Program for low-income teens to provide eight weeks of employment on campus and an opportunity to attend a class in English.
- **Cleveland Public School/Multicultural Study Groups**  
The 1999-2000 Afrocentric/Multicultural Study Group Series will begin its eighth year on October 28, 1999. The study series, which offers graduate credit from John

Carroll University, is for any educator in the Cleveland Municipal School District

Contact: Mr. Ronald B. Oleksiak, Director. [roleksiak@jcu.edu](mailto:roleksiak@jcu.edu) 216-397-4417

#### b. Center for Global Education

The Center for Global Education is the new incarnation of the International Studies Center. The center's goal is to increase international awareness within the program, among disciplines and across the curriculum; expand opportunities for foreign study and international exchange for students; and, for faculty, to heighten awareness and support for study abroad, grant-writing for foreign study, and faculty exchange. The center also plans to utilize other venues that help to enhance international competence. In addition, the center will significantly increase the presence of international students and faculty on campus, and will support theme-oriented lecture series and workshops.

Contact: Dr. Pamela A. Mason, director. [pmason@jcu.edu](mailto:pmason@jcu.edu) 216-397-4183

### III. Justice and Learning

#### a. The University Core Curriculum

The John Carroll Core Curriculum in the Liberal Arts is informed by the principles that issue from the University's mission as a Catholic and Jesuit institution of higher learning. While the core is designed to develop many skills, it highlights moral and spiritual principles and the responsible social actions that flow from them.

Among the requirements of the University Core Curriculum are:

- At least one course reflecting diversity within society so as to increase tolerance and discourage stereotyping.
- At least two courses designed to increase students' awareness of the values, beliefs or practices that characterize other nations or societies, so as improve students' ability to function as global citizens.

Contact: Dr. Robert J. Kolesar, Chair. Committee on the Core Curriculum  
[kolesar@jcu.edu](mailto:kolesar@jcu.edu) 216-397-4668

#### b. The Cardinal Suenens Program

The Cardinal Suenens Program exists to serve the vision of the Second Vatican Council especially as its themes intersect with the legacy of Cardinal Suenens. Since 1996, the Cardinal Suenens Program maintains an intense interest in fostering academic research, study, publication and conversation devoted to the spirit of renewal that illumined the life and work of Cardinal Suenens. Among its goals is "to remain committed to Gospel justice for the people of God."

Contact: Dr. Doris Donnelly, Director. [ddonnelly@jcu.edu](mailto:ddonnelly@jcu.edu) 216-397-1651

#### c. The Program in Applied Ethics

The Program In Applied Ethics is designed to support teaching, research and community service in applied ethics. A major component of the program is Ethics Across the Curriculum, an initiative

that integrates a wide variety of ethics issues into courses from practically all departments of the University.

Contact: Dr. Paul Lauritzen, Director [plauritzen@jcu.edu](mailto:plauritzen@jcu.edu) 216-397-4706

#### IV Justice and the Community

a) **ALUMS**

ALUMS (Alumni Living the University's Mission to Serve) is a service organization of John Carroll University alumni. The mission of the organization is to increase community involvement and volunteerism among John Carroll University's alumni. They have a website to match local alumni with volunteer opportunities and sponsor monthly activities.  
<http://www.jcu.edu/alumni/commserv/Index.htm>

**Prepared by  
Marian M. Extejt, PhD**

## LE MOYNE COLLEGE

### Demographic Data

Le Moyne College founded in 1946 is a comprehensive institution with nineteen major undergraduate programs and two Masters' programs - MBA and Education. The college is situated on a 151 acre campus in Dewitt, New York - a suburb of Syracuse. Of the 3,110 registered students, 900 are enrolled in graduate programs, of the 2,050 full-time undergraduates, 80% reside on campus.

Undergraduate charges for full-time students are \$15,370 for tuition; \$4,180 for room and \$2,430 for board. Graduate charges are \$399 per credit in the MBA program and \$353 per credit in the Education program. Since the graduate programs have no full-time students, 100% of them are from New York State. New York State is the home of 80% of the undergraduates; 38% of the 80% are from the adjacent five Central New York Counties. Students from fifteen foreign countries are among the college's undergraduates.

Minority enrollment is 9% and includes Afro-Americans, Hispanics, Asians and Native Americans. The median family income for undergraduates is \$53,890. The percentage of undergraduates who go on to graduate and professional schools is 28%. The college supports sixteen intercollegiate sports teams and three club teams for men and women and has five fields for baseball, softball, soccer, rugby and lacrosse. A large recreation center has four basketball courts, a track, an Olympic pool and racquetball courts; there are six tennis courts. The college sponsors five intramural sports. Forty percent of undergraduates participate in sports.

Academic programs at Le Moyne are quite strong. Among the best are History, English, Accounting, Business, Biology and Psychology. In 1996 the college introduced a Physicians Assistant Program; it enrolls 35 students annually and is highly regarded. The college works closely with the schools both of the City of Syracuse and the Catholic Diocese of Syracuse. Le Moyne conducts a federal Upward Bound program, a New York State Liberty Partnership Program, and a New York Science and Technology Entry Program. Le Moyne and Catholic Charities run an AmeriCorps and Jump Start programs.

In October 1999 Le Moyne opened the Coyne Performing Arts Building which houses a theater, dance studios, practice rooms, music rooms, workshops for building sets, costume and make up rooms, classrooms and offices. The facility enhances the college's drama program. There are three college singing groups - a choir and two glee clubs; the students organized a jazz band and a dance troupe.

On June 2, 2001 Le Moyne will have a special celebration commemorating the fiftieth anniversary of its first graduating class. The 259 graduates were the first to become Le Moyne alumni. Their ranks continue to grow.

## **Model Programs That Promote Justice**

Justice Teaching in the Curriculum at Le Moyne College is a place where faculty and students alike consider justice and justice related issues to be a legitimate part of the curriculum. The history of the college, college-wide programs, the emphasis of individual departments and the efforts of particular faculty members have fostered this climate.

Two special academic programs stand out, the Values Program and the Women=s Studies Program. In addition there are several co-curricular programs worthy of note.

### **Values Program (Center for the Advancement of Values EducationCCAWE)**

Probably the most important catalyst for justice teaching and action has been the Le Moyne Values Program. This program was begun in 1985 in response to faculty concern that modern college graduates were being poorly prepared to function in a pluralistic society which demands that they make significant decisions without providing them with a commonly held set of values on which to base those decisions.

Under the leadership of the founding director, Donald Kirby, S.J., the Center for the Advancement of Values Education employs a Working Group on Values to pursue three main activities each year.

The first of these activities is a **Values Institute** that invites a select group of faculty and administrators to participate in an intensive summer workshop that will deal with a specific values-related topic. The Institute aims both to educate the participants and to motivate them to incorporate values themes across the curriculum and campus activities. And attempts to invite noted outside experts to campus to serve as facilitators of these Institutes.

In the past topics for the values program have included Economic Justice, War and Peace, Diversity, Science and Technology, and the Spiritual Dimensions in Higher Education, Families and Public Policy and Education and Public Policy. In all over 85% of the College Faculty have participated in one or more of the Summer Institutes.

During the school year, the second activity, the **Academic Forum**, seeks further to explore values issues in a series of lectures, forums, town meetings, exhibits, dorm programs, and the like. The intention of the Academic Forum is to extend the reach of values concerns beyond the classroom, especially into the lives of students.

The third area of focus for the Values Program is assessment. Even before colleges were forced to practice “outcomes assessment” by accrediting agencies and the state and federal government, the Values Program at Le Moyne was convinced that it needed to find out whether its strategies were successful. It therefore incorporated assessment as an integral part of its program from the outset and this has allowed the program to evolve effectively.

The Values Program has had a profound effect on the values-consciousness of the campus community. It has encouraged faculty and students alike to discuss values, esp. justice issues, in their classes and outside of class. The legitimacy given to values concerns reassured those who felt the desire to discuss values but weren’t certain how it would be received. By showing the

underlying value bases for most areas of academic endeavor, it enlightened those who felt that their particular areas of expertise were without value relevance.

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### **Women' s Studies**

Another important catalyst for justice-related pedagogy has been the Women' s Studies Program. Founded in the mid -1990s, Women' s Studies was not developed exclusively for "justice" reasons. Justice issues, however, are never far from the concern of those teaching in the area, as one might expect given that women' s studies is founded on the presuppositions that theory and praxis are interdependent and that the integrity of any search for justice and knowledge depends upon the inclusion of women' s perspectives and experiences.

One particularly innovative aspect of the women' s studies program is its method of involving large numbers of faculty and students in its programs. The program lists thirty-five courses as part of the program. Only two are required, twenty are primary courses, and thirteen are allied courses. The subject matter of primary courses is mostly or exclusively about women; for allied courses women' s questions or issues make up a significant portion of the material. This structure has recruited a number of the faculty who might not normally participate in the program and has expanded its reach into areas and disciplines that would not generally be thought of as part of women' s studies

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### **Co-Curricular activities**

Outside of these strictly curricular aspects, Le Moyne has an active campus ministry program (especially its Projects in the Community organization) that brings students to volunteer work in local justice-related programs. As part of its effort to inculcate a life-long commitment to justice among its graduates, Le Moyne also has an organized program, "**Help Today, Save Tomorrow**" that encourages all the chapter cities across the country to organize their members for a simultaneous day of volunteer service.

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## **LOYOLA COLLEGE IN MARYLAND**

## **Demographic Data\***

Loyola College in Maryland, located in northern Baltimore City, is a Jesuit comprehensive university with a long history of academic excellence and service to the greater community, both central to the Jesuit tradition. Founded in 1852, Loyola is the ninth oldest among the 28 Jesuit colleges and universities in the United States and the first to bear the name of Saint Ignatius Loyola. The College, which grants bachelors, masters and doctoral degrees, enrolls 3,200 undergraduate and 3,000 graduate students. Loyola College is affiliated with the Catholic Church and is open to students from all religious backgrounds.

\* Information taken from [www.loyola.edu/aboutloyola.html](http://www.loyola.edu/aboutloyola.html)

## **Model Programs That Promote Justice**

The Jesuit ideal of “men and women for others” has come alive in the social justice initiatives infused into Loyola’s curriculum and community life. These initiatives stem from the call for Jesuit universities to “...act in harmony with the demands of the service of faith and promotion of justice...”. Commensurate with this call, the Loyola Community’s most basic mission is to attract and mold young people who will contribute to the transformation of society toward more profound levels of justice and freedom, mediated through the power of God’s word. In striving to carry out this mission, Loyola has amply demonstrated that a Jesuit “...institution of higher learning and research can become an instrument of justice in the name of the Gospel.”

Two model programs within the institution’s infrastructure are primarily responsible for the social justice successes currently shaping the minds, hearts, and souls of Loyola students. The Center for Values and Service, in particular its Service Leadership Program, and The Peace and Justice Activities Program.

### **I. The Center for Values and Service**

The Center for Values and Service (CVS) seeks to promote the justice of God’s reign the embodiment of God’s faithful love and saving mercy by introducing the students, faculty, staff, and administrators of Loyola College to the educational experience of critically reflective service in solidarity with people who are materially poor or otherwise oppressed. Within a faith context, the CVS strives to promulgate education for social justice and to form students for a way of life committed to service, critical reflection, and contemplative openness to God’s presence and action in the world.

The CVS accomplishes this mission through a series of well-conceived, ongoing initiatives. At the beginning of each academic year, a Student Orientation to Service is conducted to introduce students to the Jesuit commitment of service to others, connect students with others interested in

serving individuals who are materially poor or homeless, and orient students to the wide variety of community service opportunities available in the Baltimore area. Building community partnerships is a primary focus of CVS activity and the staff has developed nearly 200 cooperative relationships over the past decade. Preferential attention is given to community partners that demonstrate the service of faith through promotion of social justice directed toward people living in poverty, so vital to Loyola's mission. Toward this end, Loyola College has established long-term partnerships with such widely varying community organizations as Beans and Bread (a homeless outreach/food program) and the Caroline Center (an empowerment program aimed at job training and education for women living in poverty), to The Choice Program (a juvenile offender / troubled youth educational and social mentoring program) and St. Frances and St. Ignatius Academies (inner city Catholic schools serving educationally disadvantaged youth in need of tutoring services). Through CVS efforts, more than 2,000 Loyola students provide more than 70,000 hours of community service through approximately 90 community cooperative relationships each year. Through support of the Loyola community, CVS activities have experienced a four-fold increase in community service outcomes over the past decade.

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Sister Katherine Gugerty, SSND; (410) 617-2992

Immersion programs add depth of experience and reflective understanding to CVS social justice initiatives. Each year more than 150 Loyola students, faculty, staff, and administrators spend extended periods of time serving materially poor families in the United States and Mexico. From Project Mexico (10 days in Tijuana or Tecate, Mexico) and Spring Break Outreach (a week in Appalachia, Mississippi, or east coast inner cities), to Summer Service or U.N.I.T.E. programs right here in inner city Baltimore, Loyola students, faculty and staff experience intensely fulfilling service rooted in the Gospel values of fidelity, gratitude, compassion, self-giving, love, reconciliation, hospitality, simplicity of life, inclusiveness and respect for the dignity of each human person.

While the aforementioned programs are co-curricular, CVS also is the home of the **Office of Service-learning**, with curricular efforts spearheaded by a faculty Director. Approximately 40 faculty and 70 courses have incorporated this pedagogical tool, relying upon service in and with the community to reinforce course concepts. An innovative academic program, the **Service Leadership Program (SLP)**, builds on the service-learning tradition at Loyola College. This program, new in the 1998-1999 academic year, is designed to provide a rigorous academic experience for students who are drawn to community service and issues of social justice to create an integrated experience in service and leadership. Students accepted into the program join a cohort of similarly committed students from a range of disciplines. During their four years at Loyola, these students pursue their own separate disciplinary interests while coming together in a series of one credit practica and, finally, an intensive capstone seminar. Participants in the program are invited to take part in dinner discussions, lectures, site visits, and related program, thus creating a truly integrated undergraduate experience.

## **II. Loyola College in Maryland Peace and Justice Activities Program**

**The Peace and Justice Activities** program at Loyola grew out of the "Peace With Justice Week" initiative organized at the request of then-President Joseph Sellinger in 1984. The "Peace With Justice Week" program was part of a nationwide effort on behalf of Catholic colleges and universities in response to the U.S. Bishops' Pastoral Letter "The Challenge of Peace: God's Promise and Our Response." The initial "Peace With Justice Week" initiative was coordinated by Professor Bernard Nachbahr of the Philosophy Department. Beginning in early 1989, Professor Richard Boothby, also of the Philosophy Department, began to coordinate a series of programs that came to be called "Loyola Peace and Justice Activities", currently directed by Professor Steve Miles (Theology). Over the past ten years, numerous lectures, presentations, workshops, debates, films, and panel discussions on a wide variety of social justice issues have been featured. Additionally, a limited number of more experimental initiatives, such as modest honoraria for classroom guest speakers, focusing on social justice issues has evolved. Increasingly, an effort has been made to promote activities that are co-sponsored with various departments and offices of the college in an attempt to make awareness of social justice issues an integral part of campus life and the educational mission of the College. The aim of the Peace and Justice Activities program has been to act as an agent of what might be called "moral provocation" - an effort to awaken students and faculty to pressing social justice issues. The current challenges facing the program include defining what "justice" means in the light of Catholic and Jesuit education and focusing activities on the specifically intellectual and educational components of those activities.

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## **LOYOLA MARYMOUNT UNIVERSITY**

### **Demographic Data**

LMU is a comprehensive university with approximately 4500 undergraduates enrolled in four colleges: Liberal Arts, Communication and Fine Arts, Science and Engineering, and Business Administration. About 1200 graduate students pursue a variety of master's programs in the above mentioned colleges and in the School of Education; in addition there are 1300+ students in the Law School. LMU's main campus is located in the suburban Westchester area of Los Angeles, near LAX and Marina del Rey; the Law School is downtown. In 1999-2000: 58% of the undergraduates identified themselves as Roman Catholic, 28% gave other religious affiliations, and 14% declined to state; 42% of the undergraduates identified as ethnic minorities- 20% Latino, 14% Asian Pacific, 7% African-American, 1% American Indian; the undergraduate male-female ratio was 42%-58%.

### **Model Programs That Promote Justice**

It strikes me that five items stand out as best practices at Loyola Marymount University for furthering a focus on social justice. (1) The Irvine Grants to Develop Faculty Diversity; (2) The President's Annual Seminar on The Catholicity of Loyola Marymount; (3) The Student Internship Program; (4) The strategy to have endowed chairs in ethics in all of the component schools or programs; (5) The Center for the Study of Los Angeles.

### **The Irvine Grants to Develop Faculty Diversity**

Loyola Marymount boasts a very diverse student body. For the period, 1988-1999, the percent of minority student enrollment among undergraduates has increased from 27 percent in 1988 to 42 percent in 1998. For Afro-Americans the increase in that ten- year period went from 4 to 8 %; for Asian Americans the increase went from 10 to 14 %; for Latinos from 13 to 19 %. For Native Americans the increase went from 0 to 1 %.

The faculty is less diverse than the student body. Among the faculty, the rate changes from 1988 to 1998, in percent minority, have gone from 10 to 16 % on the Westchester campus and from 9 to 21% at the Law School. A major factor in the increase in minority faculty has been a generous challenge grant from the Irvine foundation. Each department can bid on getting an Irvine grant. The grant allows the university moneys to cover the salary for the first two years of the new professor's tenure but expects that, over a third year, the university will be able to add that minority representative to its own payroll as part of its tenure track.

Besides tenure-track Irvine grant participants, the grant also allows the University to sponsor Irvine fellows, who are finishing a dissertation, to serve as adjunct professors. Many departments have reported adding diversity to their faculty or bidding on that through Irvine grants. Some seven new minority faculty have been netted in the two and half years of the Irvine grants. But other minority faculty have eventuated because of the presence and competition for the Irvine grants. Departments who do not succeed in getting an Irvine grant scholar, nevertheless imagine in new ways a diverse faculty. Irvine grant recipients and/or recent minority hires are found across the departments and colleges of the University: in mathematics, theological studies, communication arts, psychology, education, art and art history, biology, marketing.

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### **The President's Institute on the Catholicity of Loyola Marymount**

Since 1994, there has been an annual week-long seminar which brings together twenty faculty to address substantive ethical and religious issues. In 1998, the seminar's topic was "The Just One Justices," focusing on the University and Justice. Guest speakers included the Provost of Santa Clara University, Stephen Privett S.J., the Editor of *Commonweal* magazine, Margaret O'Brien Steinfels and Michael Engh S.J. who presented a historical over-view of the University's engagement in community organizations and justice. Each of the faculty participants commits not only to a full week of lectures and discussions but to a serious reading and writing assignment to help crystallize the understanding of the Catholicity of the University. The proceedings from the 1998 seminar are being published this spring, 2000 by Scranton University Press. Although the thematic topic of the President's seminar on Catholicity is not always explicitly on justice as such, it is difficult to avoid the topic when talking about the Catholicity of the university (since Catholic social teaching looms large as a definer of Catholic intellectual identity). In 2000, the seminar, although it is mainly dealing with Catholicity and the arts, will include an address by Robert Bellah on the university and the Catholic idea of the common good. One can not underestimate the cumulative effect in a university of Loyola Marymount's size, over time, of twenty tenure track faculty each year wrestling with the Catholic tradition (among which justice is always included as one component).

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### **Center for Community Service and Internships**

Loyola Marymount is not untypical in sponsoring a center for community service and internships for students. The Division of Student Affairs reports a total of 93,725 hours of community service for the academic year, 1998-1999. These include a wide variety of social service and outreach programs in thirty-six different groups or settings: mentoring for inner city students; tutoring; working in orphanages and rape treatment centers; detention ministry; working in environmental groups; working on Meals on Wheels. The special games for the disabled in the area occupy a prominent place, each year, on campus.

What is notable is the office of student services has finally recognized a major lacuna in student outreach programs. Too many of them take place without a corresponding period of social analysis and reflection. The Director of the Center for Community Service and Internships, Pam Rector, has been keenly aware of the need to add a component of social analysis and faith development and reflection to the student outreach and service program. She has designed a new program (similar, in some ways, to the theological and social analysis reflection component for

field education programs in theological schools and seminaries) and hired a new staff person to coordinate and inaugurate the new design.

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### **Endowed Chairs of Ethics in the Schools**

One of the major visions of the presidency of Thomas O' Malley S.J. was to bring an endowed Chair of ethics to every school in the university. Over a five year period he added four such chairs: (1) Thomas White, Hilton Professor Ethics in Business; (2) John A. Coleman S.J., Casassa Professor of Social Values in the School of Liberal Arts; (3) James Walter, O' Malley Professor of Medical Ethics; (4) The Von der Ahe Professorship in Media and Ethics in the School of Communication Arts. The University is presently conducting a search for the holder of a newly endowed Professorship in Engineering and Ethics as part of the School of Science and Engineering. It intends very soon to begin a search for a continuous holder of the Von der Ahe Chair.

At one level, these chairs in ethics strengthen the component of ethics in each of the schools, beyond the core requirement for one course in ethics for undergraduates. While ethics is not always the same as social justice, it is impossible to pass that topic by. Moreover, the Endowed Professorships include a stipend to bring in outside speakers on issues of justice. The Casassa Chair, for example, has sponsored lectures by Michael Perry, University Professor of Law at Wake Forest University, on religion and politics and by Virgil Elizondo, founder of the Mexican American Institute, on the Hispanic reality in America. Walter is designing an Institute of bioethics for outreach from the University to Catholic health care organizations ( hospitals) and professionals. White has begun a Center for Ethics and Business with a program of outreach to the corporate ethics officers in Southern California. He also uses his stipend money to prepare Loyola Marymount business students for the annual Business Ethics Fortnight national competition.

At present, the Endowed Professors in Ethics are meeting to help design a strategic plan for the university on issues of ethics, one of the five priority areas of Loyola Marymount's new president, Robert Lawton, S.J. The Ethics Chairs are exploring the following four options: (1) An Institute for Bioethics; (2) The Center for Ethics and Business; ( 3) An ethics seminar for faculty who desire enrichment on ethical thinking and resources.(4) As part of the strategic planning, Fr. Lawton is also studying ways to begin a larger center for ethics and social analysis to serve the California provincial ' s strategic plan for Southern California. This may or may not house the smaller institutes for bioethics and Center for Ethics and Business.

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## **The Center for the Study of Los Angeles**

The Center for the Study of Los Angeles has been in existence for almost a decade. Chaired by Fernando Guerra, a Political Scientist, the Center engages regularly in polling Hispanic public opinion. It houses important archives on politics and labor and social justice movements in the Los Angeles area. In the 1998 California gubernatorial election, the Center hosted a candidates forum and debate in front of Univision Television Network and Hispanic journalists. In the 2000 primary it is once again hosting candidates days to meet with Hispanics. The Center was a co-sponsor of a massive study of Hispanics in the Los Angeles area under the leadership of Dr. David Hayes Bautista. The Center also directs the Los Angeles Neighborhood Empowerment Program whose goal is to empower disadvantaged communities and neighborhoods in metropolitan Los Angeles to address local manifestations of injustice. Examples of some of LANEP's programs include: (1) contributing design expertise, equipment and labor to the construction of vestpocket parks in inner-city neighborhoods; (2) conducting research in low income neighborhoods in organizing community redevelopment organizations.

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# LOYOLA UNIVERSITY CHICAGO

## Demographic Data

### Brief Statistics

#### Enrollment:

13,600 students from 50 states and 74 foreign countries

63% are women

25% are minorities

59% are Catholic

22% are from non-Christian traditions

#### Campuses:

**Lake Shore Campus:** A residential campus on Chicago's north side, home to the College of Arts and Sciences, the Graduate School, Niehoff School of Nursing, Mundelein College, St. Joseph Seminary.

**Water Tower Campus:** Located on North Michigan Avenue on Chicago's "Magnificent Mile," home to the School of Business Administration, School of Law and School of Social Work.

**Mallinckrodt Campus:** In north suburban Wilmette, home to the School of Education.

**Rome Center of Liberal Arts:** One of the largest American university programs in Western Europe, offering undergraduate liberal arts studies and various summer graduate programs.

**Maywood Campus:** Home to the Stritch School of Medicine.

## Model Programs That Promote Justice

Although several of the valuable programs examined in our self-study deserve mention here, we would like to highlight as distinctive models the following efforts:

**Center for Urban Research and Learning (CURL).** CURL is a non-traditional university research center. It promotes an innovative model of teaching and research through the

development of on-going partnerships between the university and Chicago's neighborhood organizations. By working closely with activists and leaders outside the university, the Center recognizes and values the knowledge and experience found in non-academic settings. At CURL, community practitioners sit down at the same research table with faculty and students to analyze problems and develop innovative solutions. The projects that have thus far evolved from such encounters relate to a wide range of issues such as welfare reform, effective job training programs, care networks for homeless people and housing security in low-income housing developments. With the "Community of Opportunity Project," CURL is presently working collaboratively with community partners in the Rogers Park area (where Loyola's primary campus is located) to insure development without gentrification. The idea is to foster a mixed-income community by improving a wide range of family and economic support systems. CURL is also home for PRAG (Policy Research Action Group), a collaborative partnership between faculty from four local universities (Loyola University Chicago, University of Illinois, DePaul University, and Chicago State); the goal of this effort is to foster a kind of social research that matters for the city.

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**University Ministry.** Early in the first semester of each academic year, University Ministry sponsors a Community Service Fair with representatives from some 50 city agencies that work daily among and on behalf of poor people in Chicago. These organizations seek committed and reflective student involvement. As a result of this fair, a large number of the students commit each year to a program called Loyola4Chicago that requires a minimum of four hours per week of community service but also guarantees that such involvement will be meaningful and formative. Students taking part in this program gather together once a month for dinner to reflect upon their experience in a critical light. In the similar spirit, Ministry structures a series of alternative break immersions (locally in Chicago neighborhoods, nationally in Appalachia, and internationally in El Salvador, Guatemala, Mexico and Peru). These programs allow students to experience dire poverty first hand and to develop the tools for addressing complex social issues. The programs are sequential so that students ordinarily would begin with a local program and progress to an international site. Finally, for the past 25 years, University Ministry has also sponsored "Hunger Week" to raise the social consciousness of the university community and to raise money too for significant, but underfunded, initiatives at the service of the poor.

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**The "Commitment to Justice in Jesuit Higher Education" process not only enabled us to recognize how central justice has been to Loyola's past, but it also encouraged us to be more creative as we move towards the future. The following initiatives have emerged thus far:**

**Justice Seminar Initiatives:** In order to insure that our commitment to justice continues forward in ever-new ways, a Justice Seminar, constituted by faculty, staff, and students, meets monthly to

oversee the progress made and to envision new justice horizons for the university. In addition, the Seminar sponsored a series of dinners with deans and department chairs to explore possible connections between social justice and the Social Sciences, Natural Sciences, and Humanities. A major conference in the fall of 2000, "Living Faith: Stories of Justice", will bring together representatives from the major faith traditions to better understand how the passion for justice is imagined and practiced in the Chicagoland area.

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**The Living-Learning Center for Community Engagement:** A special undergraduate residence environment has been designed to bring together those students who share a sustained desire to serve the Chicago community as well as to connect that service with the academic and spiritual formation they are receiving at Loyola. Each student who lives in this dormitory will establish a tailor-made plan for community involvement and, throughout the course of the academic year, will benefit from weekly community dinners and discussions on social issues. The goal of this program is foster a greater sense of service as a true vocation.

**Contact: Jeffrey McDowell (jmcdow1@luc.edu).**

**Service-Learning Coordinator:** Although service learning experiences have been available at Loyola for sometime, a full-time service-learning coordinator has now been hired to enhance and expand this component. This person's job is to consolidate Loyola's relationship with community organizations and to facilitate the creation of new service-learning offerings in each of the departments. It is expected that the job will also include some faculty development.

**Contact: Kimberly Fox (kfox1@luc.edu).**

**Arrupe-King Activity Fund:** A significant student activity fund has been established for the purpose of funding social justice and human diversity programs directed to the Loyola community. To obtain money from this fund, efforts must meet certain guidelines and be consistent with the Jesuit heritage. Highlighting that intention, the fund is named after Pedro Arrupe, former leader of the Jesuits during the historical 32 General Congregation, and Martin Luther King.

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**Mural Project:** The Loyola Community will commemorate the Salvadoran martyrs with a special mural designed by Loyola students and community members. Coinciding with the 10<sup>th</sup> Anniversary of the killing at the University of Central America, the Jesuit Community at Loyola has funded this mural to foster awareness of the connection between university life and the service of the poor. The mural will be located in a high visibility area at the university's major student hall.

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## LOYOLA UNIVERSITY NEW ORLEANS

### Demographic Data

Loyola New Orleans is a medium size university with a total enrollment of over 5,500 students, including over 3,500 undergraduate students, and 2,000 graduate, law and other students. The overall ethnic minority percentage of the class of 2004 is 25% with Hispanic Americans, African Americans, and Asian Americans representing 12.4%, 9.2%, and 3.4% respectively. This first year class represents 41 states and 19 countries; 50.6% are from out of state, 49.4% are from Louisiana of which 44% represent metropolitan New Orleans.

### Model Programs That Promote Justice

“Loyola University New Orleans is committed to a serious examination of those conscious and unconscious assumptions of contemporary American civilization that tend to perpetuate societal inequities and institutional injustices.”

from the Goals, Character and Commitment Statement

This is a summary report of the “model” social justice programs at Loyola University New Orleans. Because of the two-page limitation of this report, there is the usual problem of which to include/exclude. While I sought the input of many faculty and staff, the final decision about which to include here is completely mine.

**The Women’s Studies Program and the Women’s Center.** An academic discipline that emerged on university campuses in the late 1960s, women’s studies has encouraged the recovery of women’s perspectives and roles in every area of human activity and thought. Women’s Studies has led to a revision of the understanding of gender while challenging the assumptions of intellectual inquiry. A Loyola student may either elect to take Women’s Studies courses to fulfill common curriculum and elective requirements for the baccalaureate degree or take these courses as part of an interdisciplinary and intercollegiate -- 28 courses in the College of Arts and Sciences and City College -- minor in Women’s Studies. The Women’s Center supports the Women’s Studies program by sponsoring events, films, discussions, and meetings which examine critically issues of gender, race, class, and social justice in both national and global levels.

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**The Environmental Studies Program.** As we become more aware of the interdependence of all life forms, environmental issues have become an essential component in the work for social

justice. The environmental studies minor is an interdisciplinary program which includes a wide spectrum of courses (20 courses) from various colleges and departments of the university and focus on understanding the relationships between humans and the natural world from biological, physical, chemical, sociological, economic, cultural, philosophical, and religious perspectives. The program attempts to spark in the student's consciousness the kinds of knowledge, wisdom, and problem-solving skills that will enable them to play an active role in understanding our global and regional ecosystems and contributing to their future well-being.

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**The Gillis Long Poverty Law Center.** This center was established in 1985 at the Loyola School of Law by act of the US Congress in memory of the late Congressman from Louisiana whose career exemplified service to the needs of the disadvantaged. The center includes among others: the Law Clinic where students receive a total of six credit hours for their practical experience in criminal, civil and administrative law in a live clinical environment; the Poverty Law Center, a public interest law firm jointly operated by Loyola Law School and Tulane Law School which offers a unique clinical program devoted to training students in legislative and administrative advocacy rather than in courtroom litigation; the Student Pro Bono Program which places students in various fields of law, both civil and criminal, and where students are asked to complete a minimum of 50 hours of legal work representing indigent clients under the supervision of licensed attorneys.

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**The Social Justice Scholarship Program.** Social Justice Scholarships ranging in amounts of three to six thousand dollars a year are awarded to incoming new students based on academic merit and demonstrated commitment to service in the pursuit of social justice. Recipients must major or minor in sociology, maintain a 3.0 GPA, engage in 45 hours of social justice work per semester, and attend a three-credit hours course in social analysis.

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**Service Learning as a Course Option.** Service learning is currently an option in a number of courses offered by diverse departments (e.g. English, Foreign Languages, Sociology, and Education) and across colleges (e.g. College of Business Administration and School of Law). Related to service learning is the Community Internship/Capstone course offered by the Department of Sociology which assists students in the formation of linkages between classroom knowledge and experiential learning gained at field sites. Students in the course are required to

engage in 100 hours of community service, record the work in a weekly journal, and submit a comprehensive research paper which integrates sociological concepts, theories, and research methods with internship experiences.

**Contact:** Dr. Laurie Joyner, (504) 865-2571

email: ljoyner@loyno.edu

**The Twomey Center for Peace through Justice.** The late Louis J. Twomey, SJ, founded the Institute of Industrial Relations in 1947 to encourage justice in the workplace in light of Catholic social teachings. In the 1990s, The Twomey Center, through a variety of programs, acts as a catalyst for research and action on critical issues of workers' rights, racism, poverty, economic development, and justice. Some of their programs/projects are: The ECO-nomics project which started The Crescent City Farmers' Market so that farmers may be able to sell their produce directly to consumers as a means of initiating and promoting ecologically-sound economic development; the Conflict Resolution Program which teaches non-violent resolution skills to young people in the New Orleans Public Schools; The Blueprint for Social Justice, a monthly public (September- June) which addresses contemporary social justice issues; The New Orleans Chapter of Bread for the World which acts to affect governmental and non-governmental policies that address the basic causes of hunger in New Orleans, the United States, and abroad; The Twomey Training Center which provides effective training and consulting to meet the diverse needs of people and organizations committed to developing change processes where peace, justice and empowerment are valued; The Ethics and Public Policy Program, a joint program with the Woodstock Theological Center at Georgetown University which develops research on ethical challenges and dilemmas in the fields of advocacy and lobbying for public policy; The Urban Partners Program which brings university resources to meet specific social needs on the poor in the New Orleans community (e.g., starting a computer school within a public housing development in the area, organizing a public school drop-out prevention program).

**Contact:** Mr. Ted Quant, (504) 861-5831

email: quant@loyno.edu

**The Lindy Boggs National Center for Community Literacy.** Established in 1999 in honor of former Louisiana Congresswoman Lindy Boggs, Loyola's National Center for Community Literacy hopes to involve the university community in its social justice mission of enhancing the lives of people living in poverty by using literacy as a vehicle for personal, economic, and community empowerment. The Center is developing a national research agenda focused on literacy and intergenerational poverty; maintains a national clearinghouse on issues related to low-achieving learners, including urban poverty, racism, and learning disabilities; provides professional development, technical assistance, and evaluation support to organizations devoted to literacy enhancement; and serves as a catalyst in the local community to enhance community literacy.

**Contact:** Dr. Michael Cowan, (504) 864-7081

email: mcowan@loyno.edu

**Loyola University's Diversity Network.** This network of faculty and staff has been appointed by the university president to model racial sensitivity and understanding in their work as university employees and to mediate individual and organizational conflicts related to issues of diversity. The Diversity Network often works in collaboration with Campus Ministry's Racial Conflict Mediation Program and Bridging the Gap, a student-run undoing racism program.

**Contact:** Ms. Priscilla Williams, (504) 865-3622

email: pwillms@loyno.edu

**The Loyola University Community Action Program (LUCAP).** Twenty five years old this year, LUCAP is a community outreach organization which offers three levels of community action engagement to the university community. The first group consists of "acts of mercy," i.e., visiting the elderly, befriending those with developmental disabilities, mentoring children in a homeless shelter, making sandwiches for the hungry and the homeless in New Orleans, etc. The second group is our direct service literacy work, i.e., tutoring public and private school children in poor neighborhoods, teaching an adult learner to read, and teaching English as a second language to recent refugees. The third group falling under the "acts of justice" category are LUCAP's attempts to close the School of the Americas, to take down the confederate flag in South Carolina, to end the death penalty, to raise the minimum wage, etc.

**Contact:** Dr. Al Alcazar, (504) 865-2141

email: aalcazar@loyno.edu

**The Loyola University Students Against Sweatshops (LUSAS).** Organized by two Loyola student organization presidents (Amber Ramanauskas of LUCAP and Catherine Witry of the Sociology Students Organization) in response to the sweatshop workers' demand for justice, LUSAS has raised the consciousness of the university community to the sweatshops issue. Through their hard work, Loyola University New Orleans became the second university (next to Brown University) to formally sign an agreement to support the Workers' Rights Commission in their work of monitoring garment industry workers.

**Contact:** Ms. Lauren Wannemuehler, (504) 865-2140

email: lwanne@loyno.edu

**MARQUETTE UNIVERSITY**

## **Demographic Data**

Marquette University is a Catholic, Jesuit university located on approximately 80 acres in downtown Milwaukee, WI. Of the 10,780 students, 7,462 are undergraduates. All states and more than 80 countries are represented in the co-educational student population. Minority enrollment is 13.2% at the undergraduate level and 11.9% at the graduate/professional level. Student/faculty ratio is 15:1 and nearly 96 percent of the Marquette faculty hold doctorates or the appropriate terminal degrees in their fields.

Marquette University is dedicated to serving God by serving our students and contributing to the advancement of knowledge. Our mission, therefore, is the search for truth, the discovery and sharing of knowledge, the fostering of personal and professional excellence, the promotion of a life of faith, and the development of leadership expressed in service to others.

## **Model Programs That Promote Justice**

All Colleges and Schools at Marquette have programs which relate to justice education. This is also true of University Ministry and Student Affairs. The programs highlighted below are ones which indicate some of the unique ways in which Marquette frames justice education.

### **Discussions**

**The “Mission Seminar”** is open to interested faculty, administrators and staff. A group of 25-30 meet three times each semester to discuss articles relating to principles of justice and the mission. It is considered to be an excellent vehicle for sharing ideas/questions across departments and disciplines. Over 250 have attended this over the past few years. There is also a special seminar on diversity. Sponsored by the Executive Vice President and the Diversity Task Force, the group meets to discuss selected readings. This year 160 have attended.

**Contact:** Dr. Ralph Del Colle, (414) 288-7648

### **Burke Scholars Program**

Each academic year the University admits five new students for this four year program. Funded for full tuition and living expenses, these scholars are picked for their academic talent and exhibited leadership and service. The twenty scholars do 450 hours of meaningful service leadership each year and participate in the scholars seminar which discusses issues of justice, leadership and service from a variety of intellectual and cultural perspectives. The program is intended to shape leaders who will contribute to this world with a life-long service and justice ethic based on the Marquette mission statement.

**Contact:** Daniel McDonald, S.J. (414) 288-1991 or Dr. Stephanie Quade, (414) 288-3115

**Awards Which Highlight Justice initiatives** (only two of many are highlighted here)

**Pedro Arrupe Award.** Each year the University honors a student who exemplifies leadership in the service of justice within and beyond the Marquette community. The leadership required for this award is modeled by community service and advocacy for those in need. The honor is bestowed during a formal dinner and the student receives a \$1,000 award.

**AMUW (Association of Marquette University Women) Ignatian Award.** Given to a graduating senior, the individual is recognized for her or his contribution of service to the Marquette and Milwaukee communities. There is a cash component to the award of \$1,000.

### **Mediation Clinic, Law School and Pro Bono Society**

Issues of poverty, domestic violence, ethnicity are regular issues elaborated in this Mediation Clinic run by Janine Geske, former Supreme Court Justice in Wisconsin. Through this clinical program law students learn and practice Ignatian principles in real life situations. “They learn how to be peacemakers as mediators, bringing people together through communication, skilled facilitation techniques and care for the litigant. They develop a better perspective on what justice means in the day to day lives of people in conflict.” The Pro Bono Society is made up of faculty and students who actively promote pro bono services on a voluntary basis. These lawyers or those training to be lawyers assist low-income individuals and others who are cut off from legal services.

**Contact:** Janine Geske, (414) 288-7877

### **University Core of Common Studies**

This winter the Core Curriculum Steering Committee finished its work on the proposed new University Core of Common Studies. In this paradigm shift for a new Core, students across the University will be required to take 36 hours of common studies. Each of the 12 courses requires an attention to education for justice or a justice component in the studies. Stressed in this education for justice should be a clear understanding that Marquette is “to educate people who will make a difference in society; people of competence, conscience and compassionate commitment to the world in which they live.” Core courses stress the internalization of attitudes and commitments based on the struggle for faith and justice in one’s own life and the larger society.

**Contact:** Christine Wiseman, (414) 288-5371

### **Nursing College Programs**

The Nursing College has created a program and a series of demonstration projects for innovative health care delivery to the poor or marginalized. The Parish Nursing Program, the St. Roses 's Parish Community Partners for Health, the Community Education Center and Guest House Clinic are model programs and have placed nurses with these experiences in 40 States.

**Contact:** Dr. Madeline Wake, (414) 288-3812

**The Institute for Urban Life** The Institute was designed to build an academic connection between the urban University and urban society. It is an expression of the ongoing Jesuit commitment to an integration of academic excellence, religious values and justice. The focus is both undergraduate and graduate with Service Learning and the Marquette Central City Teaching Partnership (located in Milwaukee's predominantly Hispanic near south side in low-income areas) comprising the undergraduate component. Graduate studies in Public Service include: Administration of Justice, Health Care Administration Specialization and Public Service. All programs target the poor or marginalized.

**Contact:** Dr. Thomas Jablonsky, (414) 288-5300

**The Les Aspin Center for Government - Washington, D.C.**

Capitol Hill provides a distinct framework for educating future leaders by integrating a semester curriculum that examines the multi-faceted American political experience with an internship in Congress. While the focus is on experience of the American democratic process, the student reflects on the implications of US domestic and foreign policy on the world community. Leadership for justice is a critical focus.

**Contact:** Christine Wiseman, (414) 288.5371 or Rev. Timothy J. O' Brien, (202) 544-6140

# REGIS UNIVERSITY

## Demographic Data

Introduction: Regis University, an independent, Catholic and Jesuit university, offers Baccalaureate and masters degree programs. It is the only Jesuit university in the Rocky Mountain region, and one of 28 Jesuit universities in the United States.

The university includes Regis College, the School for Professional Studies (SPS), The School for Health Care Professions (SHCP). It operates at its main campus In Denver, as well as at other sites in Colorado and Nevada, including Boulder, Broomfield, Colorado Springs, Denver Southeast, Fort Collins, and Las Vegas.

Student Enrollments, 1998-99

Regis College: 1058 undergraduate and 128 graduate students

SHCP: 348 undergraduate and 238 graduate students

SPS: 5617 undergraduate and 3778 graduate students

(Above are undifferentiated head count during the academic year)

male 42%-female 58%;

Hispanic 7%, African-American 3%; Asian-Pacific 3%, Native American 1%.

Traditional undergraduates 60% Catholic.

Faculty:

Regis College: 70 full-time and 30 part-time faculty

SHCP: 27 full-time and 83 part-time faculty

SPS: 45 full-time faculty and 324 part-time faculty

University Library: The Dayton Memorial Library, renovated and expanded in A \$6 million project in 1997, included in its holdings as of 1998: 246,782 books And documents; 2207 journal subscriptions; 83,000 microforms; over 600 data Bases; 85,000 art history slides; archives of several learned societies and extensive Video collections.

Degrees offered by the University:

Bachelor of Arts, Bachelor of Science, Bachelor of Arts and Science, Bachelor of Science in Nursing, Master of Arts in Liberal Studies, Master of Arts in Education, Master of Business Administration, Master of Nonprofit Management, Master of Science In Computer Information Systems, Master of Science in Management, Master of Science In Nursing, Master of Science in Physical Therapy, Master of Science in Health Service Administration

## **Model Programs That Promote Justice**

### **Regis University Justice Education- “Best Practices”**

**1. School-Based Service Learning Programs:** Regis has had success with a model that links its service learning efforts to the faculty and curricula of our individual schools. The Office of Service learning in our traditional undergraduate college has been in operation for thirteen years and coordinates a variety of service partnerships in the community that integrate service learning with content and objectives of a wide variety of courses.

**Contact:** Director - Mary Ellen Carroll, mcarroll@regis.edu

**The Office of Service Learning in the School for Health Care Professions** has been in operation for four years, linking service activities in the health care field to the School’s programs in undergraduate and graduate nursing, health care administration, and Physical Therapy.

**Contact:** Director - Rhonda Sims, rsims@regis.edu

During this academic year, the **School for Professional Studies** has opened an **office of Service Learning** and hired a director to develop service learning activities that connect non-traditional adult learners to community agencies in conjunction with their courses.

**Contact:** Director - Sandra Mitchell, smitchel@regis.edu

These three full-time staff members report to the deans or other key academic administrators in their respective schools, resulting in a high level of support and buy-in from faculty for their efforts, and a wide range of courses where service learning is integrated into the syllabus and course content.

**2. Institute on the Common Good:** Begun in the Fall, 1998 semester, the Institute has as its goals:

- Sponsoring forum opportunities for community leaders with differing viewpoints on critical social issues to come together in private gatherings and search for common

ground for the good of the community. Initial forum gatherings have focused on restorative justice, youth initiatives, and community reconciliation;

- Sponsoring public forums with nationally known speakers and other resource people to educate the wider community on important community or national topics. Speakers have included Archbishop Desmond Tutu, Robert Bellah, and David Hollenbach, S.J. In addition, the Institute sponsored the U.S. Catholic Conference meeting on restorative justice in Fall, 1999;
- Providing space and facilitation for community issues that demand a rapid response and a safe and trusted venue for discussion and meetings;
- Providing community exposure to the rich history of Catholic social teaching;
- Providing resources to campus faculty and students for classroom and extra-curricular presentations.

**Contact:** Director - Rev. Richard Dunphy, S.J., rdunphy@regis.edu

**3. Master of Non-Profit Management Degree Program:** This graduate program is designed to meet the needs of professional administrators in non-profit agencies. In addition to focusing on traditional business and management skills, course work includes developing trustee and stewardship programs, volunteer management, grantsmanship, leadership and ethics, and development strategies for the non-profit sector. Regis has also developed an on-line version of this program to provide students with options for completing coursework. The program also has developed significant relations with area foundations to provide fellowship opportunities for many students.

**Contact:** Director - Paul Alexander, palexand@regis.edu

**4. Peace Jam:** A collaborative venture with this non-profit agency, Peace Jam brings Nobel Peace Prize winners to the Regis campus for a weekend of interaction with area high school students to develop strategies for them to become more engaged in service to their communities. Regis University students support the programs by serving as mentors to the high school students in small groups. Nobel Laureates have included Archbishop Desmond Tutu, the Dalai Lama of Tibet, Rigoberta Menchu of Guatemala, and Oscar Arias of Costa Rica.

**Contact:** Paul Brocker, Office of Public Affairs, pbrocker@regis.edu

**5. Romero House:** An intentional faith community of students dedicated to living out their faith commitment in service to the Hispanic community of North Denver. Romero House is designed using the model of the Jesuit Volunteer Corps, but it is meant to serve the interests of undergraduate students as they complete their degrees. Students in this program commit to a year of service and faith exploration together in a University owned home in an adjoining low-income neighborhood.

**Contact:** Mary Ellen Carroll, mcarroll@regis.edu

**6. University Mission Leave:** As of 2000, University staff and administrators may take up to three days of paid leave in addition to vacation or sick time to participate in university-sponsored community service projects or spiritual formation programs, such as retreats, mission workshops, etc.

**Contact:** - Kris Zewe, kzewe@regis.edu

**7. Justice Education Project:** Based on proposals designed by the Santa Clara regional Justice Education Conference participant team, Regis hired a Coordinator for Justice Education, effective June, 2000, who will lead a project to educate the Regis community about mission and justice themes. The centerpiece of the project in the first year will be a faculty seminar series on Catholic Social Teaching, part of a grant Regis received from the University of Notre Dame. Participating faculty will receive small stipends for their seminar involvement, and those who choose to use these themes to design or redesign courses will receive course development grants.

**Contact:** Byron Plumley, bplumley@regis.edu

**8. University Ministry Programs:** Including “Remembering Month”, a series of reflections, liturgies, and presentations on those who suffered and died for justice issues, sponsored in November of each year. Also Urban Plunge and the Mexico retreats for social justice.

**Contact:** Kathleen Schaefer, kschaefe@regis.edu

**9. Undergraduate Core Philosophy Statement/Graduate Philosophy Statement:** These newly completed philosophy statements, and the implementation process that will follow this year, plan to incorporate justice education and other mission themes more consistently into our curricula.

**Contacts:** John Kane (core), jkane@regis.edu

Ed Cooper (grad), ecooper@regis.edu

## **ROCKHURST UNIVERSITY**

### **Demographic Data**

Rockhurst is an urban University in midtown Kansas City, just east of the Kansas City cultural district. The student body is 3,002 students, 2137 undergraduate and 865 graduate. Largely non-minority, the minority makeup is at 12.8%, mostly African Americans. 57% of the student body

is female, 43% is male. It has a College of Arts and Sciences, School of Management, School of Professional Studies and a Research College of Nursing.

## **Model Programs That Promote Justice**

Rockhurst University has a lengthy, well-known tradition of living out its commitment to justice. At Rockhurst we believe that treating all persons with dignity is not charity but simple justice -- a justice that we are committed to and believe is a hallmark of Jesuit education. As Jesus hears the cries of the poor, so must Jesuit institutions. Educating for justice, with an outreach and preferential option for the poor, leads to a constant striving for justice for the poor and powerless.

We believe that justice is multidimensional, with legal, social, economic and moral aspects. We believe that justice is local and global. Jesuit institutions of higher learning must leaven the communities in which they exist through education of the local leadership, while being committed to service to the community. At Rockhurst we stand for excellence in the city and beyond. As we state in our Mission and Values, at Rockhurst we are Jesuit, engaged in "...the struggle for faith and that struggle for justice which it includes."

### History of Commitment to Justice at Rockhurst University

In 1910, Rockhurst College and High School was founded. The high school opened in 1914 and college classes began in 1917. Rockhurst was the first educational institution in the Kansas City area to offer adult education at night [1930's], meeting a need of people to better themselves even though they could not take off work during the day to do so. For decades, Rockhurst was home to the nationally known Institute of Social Order [ISO], which promoted better labor-management relations and worked for better conditions for workers and to avoid strikes. The ISO's legacy continues today through Rockhurst's Institute of Social Ethics.

## **Justice and the Community**

Rockhurst has been and continues to live the justice challenge of a changing demographic community and campus in midtown Kansas City. In fact, Rockhurst has really become an anchor for this part of the city, keeping our location where our heart is, for achieving excellence in the city. We have many programs that help us promote justice in the community, especially in our local area. We believe that this service is an essential conclusion to our academic promotion of justice.

One of our best practices regarding justice and the community is the approach we have taken to campus expansion for growth and beautification. The University recently acquired 25 homes in this neighborhood to make room for a new athletic complex, Loyola Park. Rockhurst paid the

owners approximately three times the assessed value of the houses and allowed them to stay in their properties for up to six months after the closing date. Moreover, when the neighbors asked Rockhurst 's President to attend a dinner to celebrate the historic agreement, Fr. Edward Kinerk offered the campus for the event, which was attended by more than 100 neighborhood residents and their families.

Other best practices include Rockhurst 's **Center for Service Learning initiatives** such as providing nonprofit leadership education through the American Humanics program, coordinating service learning activities through a variety of disciplines, hosting regional service-learning conferences, and facilitating community service projects for individuals and groups.

1. Rockhurst is the only Jesuit university currently offering the American Humanics (AH) program. AH is an innovative course of study that prepares students for professional careers and leadership roles with nonprofit youth and human service organizations; our students and alumni make a significant impact in their communities through their work in the nonprofit sector.
2. Like our sister institution, Regis University, Rockhurst provides an annual “Peace Jam” conference. Peace Jam is an international education program built around leading Nobel Peace Laureates who work personally with youth to pass on the spirit, skills, and wisdom they embody and to inspire a new generation of peacemakers who will transform their local communities, themselves, and the world. Jody Williams, co-founder of the International Campaign to Ban Landmines, visited campus for the 1999 conference; human rights activist Rigoberta Menchu Tum will be our guest for Peace Jam 2000.
3. In 1999, Rockhurst partnered with 307 human service organizations to provide 24,526 recorded hours of community service in the urban core of Kansas City.
4. During Spring Break 2000, Rockhurst sponsored a Habitat for Humanity “Blitz Build.” More than one hundred volunteers worked to build a home for an inner city family in need. The home will be dedicated in early April.

**Contact:** Jennifer Rinella, (816) 501-4545

email: rinella@rockhurst.edu

## **Justice and Academic Life**

The **Institute of Social Ethics** was suggested in 1989 and first funded in the 1992-1993 academic year. The idea of the Institute was to create a ripple effect, radiating outwards throughout the whole College, initiating discussion among faculty on social justice and social ethics topics, while integrating Catholic social teaching into class work as a first priority. The second priority is then to widen the circle: to move the discussion to the larger Kansas City community through the publication and discussion of papers, hosting workshops, sponsoring guest speakers, and, in general, serving as a regional center for furthering thought and discussion on social justice and social ethics.

**Contact:** Dr. Gerald L. Miller, (816) 501-4016

email: gerald.miller@rockhurst.edu

Today at Rockhurst we are excited about developing the **Thomas More Center for the Study of Catholic Thought and Culture**. As the rationale for this Center states: "Jesuit education emphasizes the service of faith, the promotion of justice and respect for the cultures of the peoples to whom Jesuits minister. In its attention to Catholic social teaching and the Jesuit promotion of gospel justice, the Thomas More Center demonstrates the vitality of the Catholic intellectual tradition and its relevance to the modern world."

The Thomas More Center will develop academic programs, campus seminars, community presentations and scholarship, utilizing our faculty, staff and Jesuit resources, as well as visiting scholars and fellows.

**Contact:** Dr. Richard J. Janet, (816) 501-4053

email: richard.janet@rockhurst.edu

We also have a fully funded professorship through the **John J. and Laura J. Sullivan Faculty Chair in Ethics**, held by Dr. Gerald L. Miller. This Chair has teaching, scholarship and service components, impacting the entire University. We are just now exploring what this Chair may develop into over time.

## ST. JOSEPH'S UNIVERSITY

### Demographic Data

Saint Joseph's University\*  
University Fact Sheet

#### Character

A nationally recognized Catholic Jesuit University offering 36 undergraduate majors and a variety of special academic programs.

#### Campus/Location

An attractive 65-acre campus noted for its distinctive architecture; located in a suburban setting on the western edge of historic Philadelphia.

#### Student Body

Approximately 3,400 students from 32 states and 54 foreign countries. The majority reside on campus.

#### Faculty

The faculty concentrate on teaching and approximately 90 percent hold doctoral or terminal degrees. Extended office hours foster one-on-one mentor relationships with students.

\*Information taken from <http://www.sju.edu/admissions/fact.html>

### Model Programs That Promote Justice

**FAITH-JUSTICE INSTITUTE:** Established in 1977, the institute has contributed to the struggle for justice by focusing a portion of its research, teaching, and reflection on contemporary problems of social justice and concern for the poor in our midst. While its vision was to be “planetary”, the Faith-Justice Institute sought in a special way to serve the Archdiocese of Philadelphia and the people, organizations and communities of the Delaware Valley. In 1982, an ad hoc committee formed by the President to review past and current activities of the institute affirmed its distinctive mission and goals and recommended that it remain a priority commitment with appropriate organization and funding. Today, the institute fulfills its mission via faculty seminars, academic courses in fulfillment of a faith-justice studies certificate, an innovative service-learning program, and an outreach lecture series. The institute considers social advocacy or activism to be appropriate to the FJ mission as such involvement constitutes experiential learning, and gives greater credibility to an academic discussion of issues of justice, the ideal being an integration of experience, reflection/discussion, and action.

**Contact:** S. Frances Hart, St. Joseph's University, 5600 City Ave, Philadelphia , PA 19131 (610-660-1765)

**SERVICE-LEARNING PROGRAM:** During the 90's various efforts to strengthen the academic impact of the Faith-Justice Institute were implemented. Most notable was the 1992 initiative to design a developmental model of integrating academic study and student service experiences that would be faithful to the ideals of Jesuit education and the liberal arts tradition. An "Service-Learning Pilot" was awarded a 3-year Federal Grant under the Corporation for National Service Higher Education Innovative Projects Grant. The program, a three-tiered model, adapts traditional core curriculum courses to service-learning pedagogy. The uniqueness of service-learning at SJU is that its actual implementation was preceded by a decade or more of dialogue on the question of how to combine action and reflection in order to embody the mission "to serve faith through the promotion of justice."

Service-Learning invited faculty to re-imagine their courses with a direct experience that would engage undergraduate students in their own way and at their own level in questions of human and social concern. It also strengthened the university's relationships with its neighbors, while providing new avenues of resources for communities in Philadelphia and Camden, NJ. More importantly, it offered a pedagogy appropriate to a university which embodied the mission of the institute. Service-Learning has grown to accommodate over 130 students enrolled in 7 different courses per semester working with some 30 community partners. To date, nineteen faculty across twelve disciplines have developed courses with a service-learning experience as integral to the course content. Currently, the demand for engaging in service-learning courses both by the faculty and by students far surpasses available resources.

**Contact:** Constance McSherry, Coordinator of Service-Learning, Faith-Justice Institute, (610-660-1338)

**COMEY INSTITUTE:** One of the earliest "justice" commitments, the St. Joseph's Institute of Industrial Relations established in 1943 by Fr Dennis J. Comey, SJ , provided workers, managers, and unemployed people with access to low-cost education, with a specific mission to address practical issues of the workplace. Since 1989, the curriculum of the Comey Institute has remained vital in part due to its affiliation with the SJU department of Sociology, offering a curricular link to the Labor Studies major as well as its consistent link to Philadelphia labor unions. The newest initiative, the "Comey Institute Leadership Certificate" consists of 16 seminar meetings designed for union leaders that will provide the Philadelphia area with a "labor-relations" think tank. Fr.Comey's skills in settling dock, transit workers, and teachers' disputes within an educational forum is reflected today in the critical role the institute plays in educating non-English speaking mushroom workers in Chester County, who have recently won collective bargaining rights in PA's mushroom industry.

**Contacts:** John Lavin, Director, Comey Institute, 120 Post Hall (610-660-3372);  
Dr Robert Moore, Sociology Department, 134 Post Hall (610-660-1684), St Joseph's University, 5600 City Ave, Philadelphia, PA 19131

**INTERDISCIPLINARY PROGRAMS:** Programs such as Gender Studies, Latin American Studies, Health Services, and Honors represent a fertile area for addressing social justice issues. Each program regularly sponsors open lectures and other events oriented toward both the analysis of and active response to social justice issues. In several cases, they sponsor student research awards to encourage scholarly activity in areas relating to social justice, e.g. the “Ellacuria Award” recognizes a project that demonstrates the values of academic rigor, social commitment and concern for the Latin American reality. In some instances, individual faculty encouraged by the Honors Program have initiated interdisciplinary course/field study experiences, e.g. a “Prophets and Profits” Honors course co-taught by a theology and an economics professor ; a (Soc/Hist/Pol) field study pilgrimage visiting key places vital to Dr. Martin Luther King’s life and work; and, “Philadelphia in Black and White” a sociology course exploring the impact of race (at a local level) on social, economic, and political life. The Gender Studies program encourages its minors to pursue courses and independent study projects that address issues of domestic violence, the constraints and complements of gender roles, and the connections of sexism, racism, and classism.

**Contacts:**

Gender Studies: Dr Jo Parker, Director, G18 Bellarmine, (610-660-1884)

Latin American Studies: Dr Richard Warren, 210 Barbelin, (610-660-1747)

Honors Program: Dr Sandra Fillebrowne, Claver House (610-660-1798)

Health Services: Dr Frank Bernt, 114 Post Hall, (610-660-1274)

**HAUB SCHOOL OF BUSINESS: “MGT 2521 Management Intervention and Consultation”** is an experiential and integrative business course in which seniors, working in teams, undertake a management consulting project in a community-based organization. Student teams are responsible for analyzing organizational needs, collecting and interpreting relevant data, developing recommendations, and making a formal presentation of their findings. Clients and projects over the past seven years include the Bethesda Project, which provides housing and support services for homeless citizens ; evaluating staff training and development efforts for Hannah House, a residential community for women on parole; and, developing a business plan for Voyage House, the state’s first runaway and homeless youth center. The student team that worked for Voyage House identified a funding source which earned the center \$28,000 per year for three years. As a result, 180 additional homeless, runaway and at-risk youths will receive counseling, case management and advocacy services.

**Contact:** Dr Stephen Porth, Management & Information Systems, 331 Mandeville Hall, (610-660-1638)

**VITA:VOLUNTEER INCOME TAX ASSISTANCE:** Students from HSB serve community people needing assistance in preparing their income tax returns from early January through April. Students receive IRS training in order to qualify for this service.

**Contact:** Dr. Richard Sherman, Accounting, 232 Mandeville Hall (610-660-1662)

**REGIONAL COUNCIL OF NEIGHBORHOOD ORGANIZATIONS (RCNO):**

RCNO is a non-profit organization established in 1983 to help community groups develop local leadership with a capacity to shape economic and political decisions affecting their communities and the region. RCNO, a network of 48 church and community based organizations located in Bucks, Chester, Delaware, Montgomery and Philadelphia counties, is located on the SJU campus since 1988 and has collaborated with the university in areas of leadership training, courses, lectures, research and publications.

**Contact:** Joseph Kakalec, SJ, Director, (215-878-4253)

**COLLABORATIVE PLANNING PROCESS:** Saint Joseph's University is in the fourth year of a new planning process that was designed as a collaborative and inclusive process. Constitutencies are encouraged to bring all facets of the issues to the table for discussion. In this way the consciousness of the campus to justice issues can be part of the process. Another goal of the planning process is to integrate planning and budgeting to produce an effective and just way to enable implementation. The Institutional Planning Committee (IPC) has reaffirmed the need to continually report back to the university and regularly solicit input throughout the process.

Currently, a Mission and Identity Council has been put in place to provide a coordinated way for the continuation of Ignatian Identity initiatives, justice dialogues, and catholic values discussions. While not all plans and decisions will feel just to all on campus, justice consideration, both implied and directly stated, are part of the long-range planning and decision-making processes at Saint Joseph's.

**Contact:** Kathleen Gaval, Vice President/Assistant to the President, Regis Hall, 5900 City Avenue, Philadelphia (610-660-1203)

**EXTRA-CURRICULAR PROGRAMS:**

Some notable extra-curricular priorities that contribute to instilling in our students and community "a transforming commitment to justice" (Mission Statement, 1999) include:

**PROJECT MEXICO** (Presented at the Eastern Regional "Commitment to Justice" Conference, Fall'99) by Dr Richard Warren, Director, Latin American Studies

**Contact:** Dr Warren or Tom Maroon, Community Service Office, Wolfington Center for Ministry, Faith, and Service (610-660-1030)

**CAMPUS MINISTRY** : a comprehensive program providing opportunities for personal and professional growth via retreats, spiritual direction, worship, leadership and service.

**Contact:** Bruce Bidinger, SJ, Director, Wolfington Center for Ministry, Faith, and Service (610-660-1030)

**OFFICE FOR MULTICULTURAL LIFE:** provides a supportive environment for minority students and facilitates programs that promote understanding and appreciation of cultures and heritages of underrepresented populations at St. Joseph's.

**Contact:** Ms Shoshanna Edwards-Alexander, (610-660-1041)

## SAINT LOUIS UNIVERSITY

### Demographic Data

Profile Source: A Profile of Saint Louis University, 1998-1999

### Three Campuses:

- Frost Campus: Mid-town St. Louis; Main Campus and location of Offices of Administration, College of Arts and Sciences (1818), Graduate School (1832), School of Law (1842), School of Philosophy and Letters (1889), School of Business and Administration, (1910), Parks College of Engineering and Aviation (1928), School of Social Service (1930), School for Professional Studies (1996), College of Public Service (1998).
- Health Science Center: One Mile South of the Main Campus. School of Medicine (1836), School of Nursing (1928), School of Allied Health Professions (1979), School of Public Health (1991),
- Madrid, Spain: Saint Louis University in Madrid (1969).
- Total Colleges and Schools: fourteen as noted above.

### Enrollment:

- 10,998 students; 80 academic programs during 1998-99 academic year; Undergraduate: 6,648; Graduate: 2,015; Professional: 2,335; Female: 55% ; Male: 45%
- 49 states and more than 90 foreign countries are represented in the student body.
- More than 37% of undergraduate students live on campus or in nearby housing.
- Average ACT score for 1999-2000 freshman class is 25.6; 1/3 have ACT of 28 or above.
- Average undergraduate class size is 22; student-to-teacher ratio is 16.1.
- 6,206 Applicants to School of Medicine for 145 places; the mean MCAT score is 30;
- School of Law median LSAT score is 154.
- School of Business Administration GMAT mean score is 527.
- Undergraduate median G.P.A. of first-year law students is 3.3.
- During 1997-98, 1,349 bachelor's degrees were awarded; 677 master's degrees; 131 doctorates; 146 degrees in Medicine; 226 law degrees; 81 certificates; 12 Associate Degrees.

### Faculty and Staff

48% of new faculty hired in 1998 were women; nearly 23% were minorities. More than 17% of the University staff members are African American.

Saint Louis University has been providing opportunities for students to serve the poor since the late 1960's. During the early 1980's, the University developed its "Plan for the 1990's." This plan was influenced by The Second Vatican Council's, *Pastoral Constitution on the Church in the Modern World* and Congregation 32 of the Society of Jesus. It was intended to institutionalize "the service of faith, of which the promotions of justice is an absolute requirement, (GC 32, d. 4 n. 9). Its goal was to "promote social consciousness and responsibility

for action with respect to issues of justice, peace, ecumenism and the dignity and equality of all persons.” It is no surprise, then, that the most recent Strategic Plan of the University (1996) stated, “To be a Catholic Jesuit university is to foster the development of ‘women and men for others,’ people who are dedicated to the common good and especially to work for social justice.”

Saint Louis University’s recent self-study on “The Jesuit Commitment to Justice in Higher Education” (1999), included forty-two programs. The following “Model Programs that Promote Justice” are offered for the reader’s consideration.

## **Model Programs That Promote Justice**

### **UNDERGRADUATE PROGRAMS:**

#### **1. Religious Experience and Social Responsibility: College of Arts and Science**

This theology course began in the fall of 1993. Its enrollment ranges from 18 to 26 students per semester. Students earn six hours (equaling two courses) and meet three days a week for two hours each class. Each student is supervised while contributing five hours of service each week with individuals who live on the margins of society. The outreach totals 50-60 hours per semester servicing approximately 18 agencies in St. Louis. The program’s founder and instructor of the course is currently the chair of the Department of Theology. A senior theology major has volunteered to assist with the course and its supervisory needs.

This course is designed to transform the students as they are impacted by social justice issues. Service provides the context for the discussion of theological topics. The relevancy, vibrancy and wisdom of the theological tradition helps provide tools for life situations and life itself. The goal is for the students to see themselves within and responsible for humanity.

**Contact:** John J. Mueller, S.J., Ph.D., Department Chair, Theological Studies, Humanities Bldg. Rm. 216, Saint Louis University, (314) 977-2787.

#### **2. Micah House Program: College of Arts and Science**

The Micah House Program began in the fall of 1997. It is a learning and living program integrated around the themes of peace and justice. Twenty-two students completed the first year of Micah House, The Freshman-Year Project. All but one returned the following year to participate in its second year. Each fall, another class of 21 freshmen begins the program. A second program, The Companions Project, is designed for students unable to live in the designated residence area who desire to take part in the Micah House Program.

The academic part of the program includes interdisciplinary course work: Philosophy, Theology (fall term); Psychology and English (spring term). These courses are discussed in the context of serving and working alongside the poor and disadvantaged in the Shaw Neighborhood, south of the main campus, available by public transportation. The students live on the same floor in the residence hall and attend weekly “Community Night” meetings, social events, talks and a leadership retreat.

**Contact:** Donald V. Stump, Ph.D., Department of English. Dir. of Micah House Program, Humanities Bldg., Rm. 230, (314) 977-3615.

## **GRADUATE PROGRAMS:**

### **1. Social Responsibility and the Professional: School of Public Health**

This interdisciplinary graduate course involves 8 to 12 faculty per semester from eight departments: philosophy, public health, public policy, social work, theology, business, nursing and the Aquinas Institute (pastoral theology). Each semester 12 to 35 students enroll. The course is designed to move through a hermeneutic (i.e., interpretive) circle, and ongoing movement of experience, theological reflection and action.

Conscience formation, deliberation of public issues and critical reflection lead participants to actions as individuals and as professionals. Students also share in a public vocation to be a community: 1) of deliberation, 2) for formation of conscience, and 3) of moral action. This course is an outgrowth of the 1993 School of Public Health and Whole Health Outreach grant, "Promoting Family Health and Violence Prevention in Rural Missouri. The desired affect of this course is to provide the "opportunity to learn from each other, to challenge and encourage one another. Together students grow as a community that is spiritually disciplined morally engaged, theologically reflective and collegially led.

**Contact:** Sharon M. Homan, Ph.D., School of Public Health, O'Donnell Hall, Rm. 405, Saint Louis University, (314) 977-8103.

### **2. Public Health Nursing: Theory and Practice: School of Nursing**

Social Justice issues are covered in this course under legal/ethical/moral topics. Taught every semester, the course applies public health nursing principles and skills to individual, families and community groups. It is a required core clinical course for all undergraduate-nursing students including registered nurses who are completing degree requirements. At least, two faculty teach this course each semester. Students work in one of two clinical groups: 1) East Side Health District in East St. Louis serving premature babies with related complications, or 2) Family Care Center in Forest Park Southeast neighborhood where the students follow refugee families, also at various sites through the St Louis County Health Department.

The weekly clinical conference provides discussion on the interrelationship of health and society and the student's responsibility to care for those on the fringe. The nursing program uses an adaptation framework that incorporates the person's physiological, psychological, social and spiritual dimensions. This framework allows social justice issues to be discussed as readily as any other issue relating to an individual or the population's health care. The weekly conference continually assures the nursing faculty that the values and principles of public health nursing, including social justice, are being raised and reflected on by nursing students.

**Contact:** Louis H. Flick, DrPH, School of Nursing, Rm. 417, Saint Louis University, (314) 577-8992.

## **SAINT PETER'S COLLEGE**

### **Demographic Data**

Saint Peter's College, by virtue of its mission, location and the commitment of its administrators, faculty, staff and students, has consistently demonstrated a strong commitment to social justice. Located in Jersey City, New Jersey, in the most densely populated county in the most densely populated state, Saint Peter's is deeply embedded in numerous communities. Over 50% of the College's students are "minority" and the majority of its students are from urban Essex and Hudson Counties.

### **Model Programs That Promote Justice**

The two programs the College has selected to highlight approach social justice from opposite ends of the spectrum. The Public Policy Program serves adult, mostly female and minority, students. The Institute for the Advancement of Urban Education has established numerous programs that allow younger college students to enter urban communities as mentors and role models.

The Public Policy Program is a non-traditional adult academic program offering a one-year certificate in Public Policy, an Associate in Applied Science Degree, and a Bachelor of Science degree. It is designed to help students with an interest in public affairs to accelerate the completion of their certificate and degrees by attending condensed class modules scheduled mostly during the evening and on Saturdays.

Students are closely mentored in their first and second years in the Program by a core Public Policy Program teaching/administrative staff while they are encouraged to network among themselves in a cooperative learning environment. Instructors start from the students' experience and move outward toward broader public policy concerns. In addition, these adult learners are encouraged to write life experience papers as an alternate means to obtain college credit at Saint Peter's.

The Institute for Advancement of Urban Education (I.A.U.E.) provides a bridge linking academic learning to service. The I.A.U.E. has developed several programs that enhance the academic standing of the College's students as well as cultivate the academic readiness of pre-college students. Simultaneously these programs guide our own students, and those who are reached beyond the College, to develop as whole persons who understand the power and importance of service and commitment.

Many of the I.A.U.E.'s programs combine academic tutoring and life-skills mentoring. In the past three years, more than 150 of our students have served in the public school districts of Jersey City, Bayonne, Hoboken, North Bergen, Paterson, West York and Union City as well as in a number of Archdiocese of Newark schools. Each of these locations is urban, significantly

minority and uniformly lacking in resources. Many of the college students selected for these programs are from similar backgrounds, and when possible, they have attended the same schools as the pre-college students being served. These college students are joined by others who come from backgrounds and cultures quite different from the urban northeast. These programs initially developed via funding under the federal, state and private grants. Today these programs have obtained a degree of self-sufficiency via a combination of volunteerism, school districts paying the College directly for these services, the inclusion of service-learning components in a variety of courses, and, in carefully screened cases, the inclusion of students on academic probation.

Together the Public Policy Program and the Institute for the Advancement Urban Education provide Saint Peter's College, and the communities it works with, with model opportunities to work toward social justice in an enabling manner.

**Contacts For:**

Public Policy Program Vivian Perry, J.D.  
Director, Public Policy Program Saint Peter's College  
2641 Kennedy Blvd. Jersey City, NJ 07306 (201-915-9265)  
perry\_v@spcvxa.spc.edu

Institute for Advancement of Urban Education  
Dr. David Surrey  
Professor of Urban Studies/Sociology Saint Peter's College  
2641 Kennedy Blvd. - Jersey City, NJ 07306 (201-915-9329)

# SANTA CLARA UNIVERSITY

## Demographic Data

### General profile\*

Santa Clara, founded in 1851, is a private, church-affiliated, comprehensive university. Programs are offered through the College of Arts and Sciences, the law School, and the Schools of Business and Engineering. Its 104-acre campus is located in Santa Clara, 45 miles south of San Francisco.

Committed to a values-oriented education, Santa Clara university reports that it educated men and women for competence, conscience, and compassion. The Jesuit tradition of education at Santa Clara has always emphasized critical thinking and the integration of faith and intellect. Students are encouraged to question prevailing assumptions and explore biases, to define themselves within the context of a larger community, and to use their knowledge and faith to create a more just world.

### Environment

- The majority of U.S. students come from: West
- Campus size: 104 acre(s)
- City or town school is located in: Santa Clara
- Population of city/town: 101,877
- Campus is within one mile of city/town.
- Major city closest to school: San Jose

### Faculty Profile

- Student to faculty ratio: 15 to 1
- Class size for freshman lecture courses: 28
- Class size for upper-level/division lecture courses: 26
- Number of male undergraduate faculty: 282
- Number of female undergraduate faculty: 153
- Number of minority faculty: 56
- Number of white faculty: 288

\*Information taken from: [www.excite.com/education/](http://www.excite.com/education/) (faculty information is for 98-99)

## **Model Programs That Promote Justice**

The following three programs are exemplary of the many programs, institutes and teaching/research interests that shape the contours of education for justice in the Jesuit tradition.

The **Center for Student Leadership** was established in 1993 to provide Santa Clara University undergraduate students a resource center dedicated to enhancing leadership development opportunities. With the participation of the Markkula Center for Applied Ethics and the Leavey School of Business, the Center has been preparing students to be leaders both on and off campus through a wide variety of programs. For example, a nine-course track in leadership skills development teaches such things as conflict resolution, community formation, effective communication and mentoring. The Center also offers a leadership practicum for heads of chartered student organizations and residence hall association officers. This certificate program integrates theory and practice to give students real leadership experiences and useful tools for the insightful analysis and evaluation of their leadership efforts. The Center thus combines formal training and experiential opportunities in an integrated academic environment. Looking beyond the students' years at SCU, working with faculty, students, staff, alumni, and the greater community, the Center prepares students to be informed, educated leaders in society, and to be citizens who exhibit courage, character, and respect for others. In such programs as the Student Reflectors Practicum, the Center helps a wide variety of students to test personal values, opinions, and beliefs, and thereby to identify and develop the skills associated with ethical leadership. The Center's staff also advises student leaders and student organizations on an on-going basis in organizational management and program development.

The Center has recently been recognized for 'leadership in the field of student character development' by the editors of *The Templeton Guide: Colleges that Encourage Character Development*, a nationwide publication designed for students, parents and educators. The Center for Student Leadership was chosen through a highly selective process that considered clarity of vision and statement of purpose; institutional resources; involvement of institutional leaders; impact of students, faculty, campus and community; integration into core curriculum or academic study; longevity; external awards and recognition and assessment.

**Contact:** Jennifer Acosta, tel. 408 554 4745.

**The Eastside Project** at Santa Clara University provides community-based learning opportunities for students, staff and faculty about the realities of the lives of the poor and marginalized. By facilitating partnerships for active engagement, research, and service, the Eastside Project serves as a catalyst for collaboration between scholars and community members. These learning experiences both at home and abroad advance the Jesuit tradition of the service of faith and the promotion of justice, uniting and transforming both university and community in a common effort to appropriate social resources to those most in need.

Founded in 1986, the Eastside Project facilitates immersion into the social milieu for a wide variety of academic programs, e.g., the departments of Modern Languages, Sociology, Psychology, and Religious Studies. Each year, approximately 1,300 students enrolled in 75 different courses participate in this program that places students in 'conversation' with the poor, the marginalized, and the victims of social injustice. By their placements in agencies such as homeless shelters, multilingual/ESL educational programs, law clinics, convalescent hospitals,

immigrant service centers, and even a parish-based intergenerational theater company, SCU students learn to think about justice both within an academic discipline and within a living, struggling human community. With the appointment of Catherine Wolff as the new director of the Eastside Project in the fall of 1999 and the convening of a new board of advisors, there have been notable efforts at renewal and expansion. A one million dollar gift from the Jesuit Community at SCU has established an endowment for the project which, in addition to regular funding from the Provost's Office, will further assure support for a variety of initiatives, e.g., a faculty development workshop for the summer months; student, faculty and staff immersion trips to Central America, Asia, and to under-represented communities in California; student summer social justice projects; and improved partnerships with service providers in the Santa Clara Valley.

**Contact:** Catherine Wolff, tel. 408 554 5011.

**The East San Jose Community Law Center** provides free legal services to low-income people in consumer, employment, immigration and small business matters. A small paid staff (9 full or part-time attorneys, 4 paralegals and 2 student workers) and a large volunteer staff (averaging on a yearly basis about 130 law students, 60 pro bono attorneys, 35 undergraduates and 80 community members) conduct workshops to community groups, offer drop-in advice clinics for individuals, provide direct representation in agencies and courts, publish community education materials and refer clients to other agencies when they are unable to help. Last year the Center served 2,363 low-income individuals. Since its founding in 1994, the Center has also provided substantial opportunities for both undergraduate and graduate students at SCU to learn the meaning and practice of justice since their work is integral to the provision of services at the Center.

On average 25% of law students volunteer to work at the Center during their years at SCU. Alumna Susan Dewey described her experience as follows: "The Center has consistently performed valuable pro bono legal services in the community, giving SCU students exposure to both the practical application of the law and the special needs of the poor and immigrant population... I became more committed to public interest and pro bono work as a result [of working at the Center]." After spending a day interviewing political asylum claimants at the Center, Tania Knight recalls, "I felt, as I spoke with each person, that I was remotely experiencing their pain through their words. I knew that I would have to separate my personal emotions about their lives from my work to 'get the facts' and be an effective advocate. That night I went home and cried. And I thanked God that I was reminded of the reasons I decided to study law." John W. Lindsey reports, "I have seen people walk through the swinging glass door this semester who would not have got a shot at getting into the legal system if it weren't for the lawyers and the students who offered their time to help out... After meeting these people and seeing their struggles firsthand, I will never fail to consider the consequences of my actions as a lawyer. I have learned the true value of the education I have received and the power that I will wield with my knowledge and experience."

**Contact:** Margaret Stevenson, tel. 408 254 0444.

## Demographic Data

### Important Information and University Mission

Seattle University is located in an urban setting, approximately one mile from the center of the city of Seattle. The total student population is 5,829, of which 3,245 are undergraduates and 2,584 are graduate and professional students. Women make up 58% of the student population, and men 42%, and they are from a variety of socio-economic backgrounds. Commuter students form 76% of the student body (59% of the undergraduate population) while 24% (41% undergraduates) reside on campus. In terms of race and ethnic diversity, 59% of students are white, 15% are Asian/Pacific Islander, 4% are African American, 4% are Hispanic and 1% is Native American, with small percentages of other populations. International students make up 7% of the student population. Reasonable estimates about student religious affiliation are that approximately 40% are Catholic, 25% are with other Christian denominations, 5% are Buddhist, 2% Islamic and 1% Jewish. Based on current estimates, approximately 20% of the students have no religious affiliation.

There are eight schools and colleges in the university, including the College of Arts and Sciences, the Matteo Ricci College (six-year high school/college program), Albers School of Business and Economics, and the Schools of Education, Law, Nursing, Science & Engineering, and Theology & Ministry. In 1999-2000 undergraduate tuition for a full-time student was \$16,110, and graduate degree programs cost between \$358 and \$465 per credit hour, with law school tuition approximately \$19,000.

## Model Programs That Promote Justice

This brief report offers a selection of some of the programs at Seattle University that best put into practice education for justice. One program from each of the eight schools and colleges at the University is highlighted, along with one university-wide effort. These programs include credited coursework (1-6), extra curricular programs with the community (7-8), and on-campus activities that support education for justice (9). A more complete listing is available in the social justice audit (9).

**1. Service-Leadership** is a two-quarter course required of all teachers in training in the School of Education's Master in Teaching Program. The primary goal is to facilitate the students' understanding of collaborative efforts in the larger community through academic service-learning. While receiving instruction about service-learning as a teaching methodology, MIT students work with teachers in K-12 school settings to plan and implement service-learning projects. Since the first course was offered, MIT students have assisted more than 5,000 school children at approximately 40 schools and in partnership with about 75 teachers to implement such projects as creating a school garden, writing and illustrating books for childcare centers (in Spanish and English), and tutoring recent immigrants for citizenship tests. Follow-up studies show that about 33% of MIT graduates implemented a service-learning project during their first year of teaching (middle, elementary and high school) and 85% have plans to do so.

**Contact:** Jeffrey Anderson, PhD, 206-296-5754

email: [janderso@seattleu.edu](mailto:janderso@seattleu.edu)

**2. The State of Poverty Welfare Simulation** is an annual program conducted by the School of Nursing as part of the poverty content in two senior nursing courses. During the half-day simulation, students experience living with limited financial resources to sensitize them to the realities faced by low-income people. Campus Ministry and the Academic Service Learning Center assist with the program, originally developed by the Reform Organization of Welfare in St. Louis. Community members who have lived with limited resources volunteer and serve as the bankers, welfare workers, police, loan officers, etc. in the simulation. Students represent lower income families of varying sizes, ages, and ethnicities, who must manage their resources for a “month” (1 hour). After the simulation, community volunteers and students discuss the experience, and students also submit a later written reflection.

**Contact:** Jane Peterson, RN, PhD, 206-296-5682  
email: [jpeterso@seattleu.edu](mailto:jpeterso@seattleu.edu)

**3. The VITA Program** (Volunteer Income Tax Assistance) at the Albers School of Business and Economics provides the opportunity for accounting students to assist members of the public in the preparation of tax returns. Part of a nationwide group of volunteers who annually assist the public, the VITA Program at SU is a required component of an advanced taxation course for both undergraduate and graduate students. Other accounting students and alumni also participate as volunteers. During the annual 14-week tax season, approximately 35 students assist an average of 900 taxpayers through the VITA site at Mt. Zion Baptist Church. Most of those served are low to middle income taxpayers, some of whom are self-employed. The programs goals are to prepare an accurate tax return, to help the taxpayer understand the return, and to identify tax credits/refunds that often are unclaimed.

**Contact:** Ann Dawson, MS, 206-296-5799  
email: [adawson@seattleu.edu](mailto:adawson@seattleu.edu)

**4. The Capstone Seminar** of the Matteo Ricci College is a requirement for all Humanities majors. The two-quarter sequence of courses is intended to cultivate actively engaged citizens committed to social justice. Working in small teams, students identify a persistent social problem in the local community. Following research into academic and journalistic perspectives, students interview relevant public officials, interest advocates, and service providers, as well as people directly affected by the problem. Ethical discourse and religious principles form the basis for a critique of existing conditions, as well as the justification for each team’s choice of concrete policy change. The result is a lengthy, documented policy study with explicit recommendations for reform.

**Contact:** Bradley Scharf, PhD, 206-296-5455  
email: [bscharf@seattleu.edu](mailto:bscharf@seattleu.edu)

**5. Courses Emphasizing Justice** are offered in different departments of the College of Arts and Sciences on an ongoing basis, linking academic study with social and environmental concerns, and utilizing service-learning where appropriate. Some examples are Poverty and Psychology, God in Human Experience, Poverty in America, Environmental Politics, and Geosystems (exploring sustainability and justice). In addition, two theology courses and one political science course explore issues of justice, citizenship and social change using an experiential component with Puget Sound Vision, an ecumenical, broad-based organization of churches, synagogues, community associations and labor unions. As part of their coursework, students do an analysis of patterns of wealth and power in the local community and participate in a workshop teaching community organizing techniques.

**Contact:** Gary Chamberlain, PhD, 206-296-5322  
email: [gchamber@seattleu.edu](mailto:gchamber@seattleu.edu)

**6. Appropriate Technology Projects** have been part of the annual senior student design team efforts in recent years under the guidance of the School of Science and Engineering Project Center. The required one-year sequence of courses culminates in student team projects that solve design problems suggested and funded by local engineering firms. Some projects have had a justice/peace/sustainability emphasis. In the Bamboo Wheelchair Project sponsored by the Vietnam Veterans of America Foundation, a team designed an inexpensive, durable, lightweight wheelchair made from materials readily available in Southeast Asia, which was tested overseas for use by persons crippled by land mines. In another case, monies from an endowed faculty chair were used to fund teams investigating the production of electricity using technology methods appropriate for developing countries. Following this design project, six engineering students accompanied a faculty member on a five-week non-credit trip to Africa in association with the Jesuit Refugee Service to further explore appropriate technology applications.

**Contact:** Bert Otten, SJ, PhD, 206-296-5966  
email: [otten@seattleu.edu](mailto:otten@seattleu.edu)

**7. The Economic Justice Forum** is an annual program sponsored by the School of Theology and Ministry in association with local business and community leaders. Founded in 1988 in response to the American Bishops' pastoral letter, "Economic Justice for All," the goal of the program is to promote awareness, reflection and action on issues of social and economic justice among business and professional people. The forum consists of a breakfast series, bringing approximately 50 participants to hear a prominent speaker followed by dialogue. For academic year 1999-2000, speakers include a corporate development officer, public service counsel, hospital medical director, the superintendent of Seattle Public Schools, and the president of Seattle University.

**Contact:** Mary Jo Shannon, 206-296-5328  
email: [shannonm@seattleu.edu](mailto:shannonm@seattleu.edu)

**8. The Access to Justice Institute** at the School of Law facilitates the pro bono activity of law students. The Institute's goals are to enhance service opportunities for students and faculty and to increase the legal resources available to poor and other underrepresented persons in the community. In fall 1999, approximately 100 students were placed with 25 legal services

agencies in Puget Sound. The Institute also aims to serve as a “think tank” for the university and the legal community on issues related to social justice by hosting speakers on relevant topics, sponsoring an annual symposium, and publishing an interdisciplinary journal devoted to social justice (planned for 2000-2001).

**Contact:** David Boerner, LL.B. 206-398-4016  
email: [dboerner@seattleu.edu](mailto:dboerner@seattleu.edu)

**9. The Faith & Justice Committee** is composed of 15 members of the faculty, staff and administration representing all schools and colleges of the university. Formed in 1996, the committee is free-standing and sees its mission as animating and serving the wider university in the dialogue about education for justice. With the encouragement of the president and other university leaders, the committee has led **such activities** as conducting a university-wide “social justice audit” to identify important efforts in justice education (1998, updated periodically), coordinating the self-study process for the Santa Clara regional conference and assisting in follow-up, and hosting an annual spring workshop for approximately 75 faculty, staff and administrators exploring education for justice.

**Contact:** Joseph Orlando, MSW, M.Div, 206-296-5917  
email: [jorlando@seattleu.edu](mailto:jorlando@seattleu.edu)

## SPRING HILL COLLEGE

### Demographic Data

#### General profile\*

Founded in 1830, Spring Hill College is a church-affiliated, liberal arts college. Its 500-acr

campus, located in a residential section of Mobile, includes several 19th and early 20th century buildings.

School reports, "At Spring Hill, learning is an active experience. Exceptional faculty focus on the needs of each individual student and use their expertise to open a world of new ideas and new perspectives. The liberal arts academic environment fosters the ability to transfer knowledge learned in the classroom to real-world situations."

#### Environment:

- The majority of U.S. students come from: Southeast
- Campus size: 500 acre(s)
- City or town school is located in: Mobile Population of city/town: 196,000
- Campus is within one mile of city/town.

#### Faculty Profile

- Student to faculty ratio: 15 to 1
- Class size for freshman lecture courses: 23 Class size for upper-level/division lecture courses: 16
- Number of full-time male undergraduate faculty: 44, part time 29 Number of full-time female undergraduate faculty: 20, part time 20
- Number of other minority faculty: 3 Number of white faculty: 61
- 

#### Student Body Profile:

- Total campus enrollment: 1,373
- Number of female students: 651 Number of male students: 480
- Percentage of full-time U.S. undergraduates from out of state: 59%

Enrollment information is for: 1998

#### Racial/Ethnic representation of undergraduates:

- American Indian or Alaskan Native- 4; Asian or Pacific Islander- 13; Black (non-Hispanic)- 150; Hispanic- 49; White (non-Hispanic)-1,063; Total international-14; Race/ethnicity unreported/unknown- 24; TOTAL- 1,317

#### Tuition:

Tuition figures are reported for: 1999-00

- Tuition (In-state): \$14,390 ; Additional fees: \$950 Estimated total expense: \$15,340
- Estimated book costs: \$800

## **Model Programs That Promote Justice**

### **Organization of Service Programs:**

Brief Description: Most service and service learning programs are organized by the Foley Community Service Center under the Academic Vice President. Some are also organized by Campus Ministry.

#### Directors/Coordinators:

Kathleen Orange, Director, The Foley Center

Phone: 334-380-3499 Fax: 334-460-2182 Email: orange@shc.edu

Reports to: Academic Vice President

Responsible for following programs: Tutoring, English as a Second Language, Service to the Elderly, etc., and various other service programs.

Maureen Bergan, Associate, Campus Ministry

Phone: 334-380-3498 Fax: 334-460-2193 Email: mbergan@shc.edu

Reports to: Directory of Campus Ministry

Responsible for following programs: Street Feed, Christmas on the Hill

### **Programs:**

#### 1) After School Activities

Brief Description: Assist with sports, arts and crafts, tutoring at community center.

No. of sites involved: 1                      No. of participants involved: 10

#### 2) After School Tutoring

Brief Description: Twice weekly tutoring at middle school serving at-risk students.

No. of sites involved: 3                      No. of participants involved: 60

#### 3) America Reads

Brief Description: Reading program at the K-5 level.

No. of sites involved: 3                      No. of participants involved: 15

#### 4) Campus Ministry Programs

Brief Description: Currently under evaluation and reorganization.

#### 5) Children's Homes

Brief Description: Tutoring at local homes for children who cannot live with their families.

No. of sites involved: 2                      No. of participants involved: 25

6) English as a Second Language

Brief Description: Free English classes for immigrants.

No. of sites involved: 1                      No. of participants involved: 16

7) Entertainment Troupe

Brief Description: Organizes and presents musical program to area nursing homes.

No. of sites involved: 10                      No. of participants involved: 10

8) HOSTS

Brief Description: Intensive mentored language arts tutoring programs for middle school children.

No. of sites involved: 1                      No. of participants involved: 50

9) Senior Citizens Center

Brief Description: Assist in “adult day care” program serving the frail elderly and Alzheimer’s patients.

No. of sites involved: 1                      No. of participants involved: 12

## UNIVERSITY OF DETROIT MERCY

### Demographic Data

Mailing Address: P.O. Box 19900  
4001 W. McNichols  
Detroit, MI 48219

#### Location: Three campuses

1. 4001 W. McNichols -- about eight miles northwest of downtown Detroit; location of School of Architecture, College of Engineering and Science, School of Business Administration and main offices for College of Liberal Arts; resident halls; former University of Detroit main campus; predominantly African-American neighborhood.
2. 3200 W. Outer Drive -- about six miles from the McNichols campus, further away from downtown; location for the Dental School, College of Health Sciences, McAuley School of Nursing, College of Education and Human Services and Conference Center; former Mercy College campus.
3. 652 E. Jefferson -- School of Law; in downtown Detroit  
Colleges or Schools: nine, as noted above.

#### Enrollment: 6,212

Undergraduates: 3,932; Graduates: 1,602, Professional: 678; about 51% of these students are part-time

Catholic: a recent survey indicates about 33% call themselves. Catholic, but many students (15%) do not respond to questions about religion

About 32% of the students are African-American as are 37% of undergraduates; total for all minorities: 37% with 43% of undergraduates

Women constitute 60% of the student body; 65% of undergraduates

Tuition: \$14,100 per year for full-time undergraduates

### Model Programs That Promote Justice

The University of Detroit Mercy, formed in 1990 through the consolidation of Mercy College (Sisters of Mercy) and the University of Detroit (Jesuits), is unique among Jesuit schools in having a woman president, Sr. Maureen Fay, O.P.. Many view the University as having a strong "social" mission because of its commitment to the city of Detroit and its high percentage (35%)

of African-American students. While most of these students have solid academic backgrounds, the University has a special University College which admits 100-plus educationally disadvantaged freshmen students, the majority African-American; the College provides tutoring for them in its Learning Center. The program has twice won national awards.

**Contact:** Kathy Bush, College of Liberal Arts, P.O. Box 19900,  
Detroit, MI 48219 Phone: (313) 933-1287

**The Detroit Collaborative Design Center (DCDC).** The Design Center, created by UDM's School of Architecture, stands out in a special way since it has, in the last three years, won national, state and local architectural awards for its vision and accomplishments. It partners students and faculty in architecture to work with community groups, involving community organizations in planning projects that will revitalize inner-city communities. The Center uses advanced digital design technology to implement plans proposed by community organizations to meet their needs, creating buildings and projects of true beauty and quality.

**Contact:**

Fr. Terrence Curry, S.J., School of Architecture, P.O. Box 19900, Detroit, MI 48219, Phone:  
(313) 993-1037

**Core Curriculum.** In its intended design, the University's core curriculum for undergraduates has two (of six) objectives which are especially relevant to justice education: Objective 5 (Diverse Human Experience), 12 credit hours, and Objective 6 (Social Responsibility), 6 credit hours.

Until recently Objective 5 served as a catch-all for the humanities (history, English and the arts) with a special added section on "cultural diversity." Three years ago a significant change was made. Instead of cultural diversity as an "add on" with traditional Western Civilization as the standard, all Objective 5 courses should include diversity (for example, the role of African-Americans and of women in U.S. history). Time has been allotted for the implementation of this change.

Objective 6 calls for a minimum of two 3-credit courses: one course in ethics (6A) and one course in contemporary social-political problems (6B). UDM places a very strong emphasis on ethics. The College of Business Administration has gained national recognition for promoting ethics and social responsibility as essential to business education. All engineering students take a special course designed to address social and ethical issues in engineering. The School of Dentistry's curriculum includes an ethics course in each of its four academic years; the College of Health Professions and the McCauley School of Nursing have similar strong requirements. The strength of the social responsibility courses (6B) seems much less evident: students can choose from a variety of courses, some of which may not clearly bring out the justice dimension of social issues.

**Contact:** Steve LaGrassa, Chair, University Core Curriculum Committee, P.O. Box 19900  
Detroit, MI 48219, Phone: (313) 993-1522

**Women's Studies.** In the last several years the Women's Studies Committee has established an

interdisciplinary Women' Studies Program which awards an 18-credit hour certificate. About 200 to 300 students take WS courses each term. The Committee has also initiated a series of well-attended public lectures, and they have been instrumental in a significant number of other developments concerning internal operations in the University (for example, related to sexual harassment, the academic status of women in respect to hiring, promotion, and compensation).

**Contact:** Libby Blume, Women's Studies, P. O Box 19900, Detroit, MI 48219, Phone: (313) 993-6037

A similar certificate program has been recently inaugurated in **African-American Studies**.

**Contact:** Stephanie Mitchem, Religious Studies, P.O. Box 19900, Detroit, MI 48219, Phone: (313) 993-3389

**Engineering.** The College of Engineering and Science, together with several firms and universities as partners, has entered into a coalition with Focus: HOPE, a nationally-known local organization dedicated to improving race relations and creating job-training, to form the "Greenfield Coalition." It enables students, predominantly African-Americans, who might otherwise not qualify for a typical university program, to obtain a Bachelor of Manufacturing Engineering degree. The Coalition, with support from the National Science Foundation, has developed a radically new approach to engineering education, focusing on inductive, experiential learning. The College of Engineering and Science also offers a number of other outreach programs for inner-city students.

**Contact:** James Clum, Greenfield Coalition, P.O. Box 19900 Detroit, MI 48219, (313) 993-1510 or (313) 494-4233

While these represent some very notable features of education at UDM, every college or school in the University as well as Campus Ministry, the Student Life Office, and Athletics have programs that relate to justice education. The Leadership Development Institute which organizes our best efforts at "service learning" (40 courses, nearly 1000 students and 86 community agencies) merits special attention.

**Contact:** Barbara Cyr-Roman, (313) 993-1776

## UNIVERSITY OF SAN FRANCISCO

### Demographic Data

USF: an urban institution with its main campus in the city of San Francisco.

USF also offers academic programming at five regional sites.

USF has six colleges or schools:

College of Arts & Sciences, School of Business, School of Education, School of Nursing, School of Law, College of Professional Studies

Students (Fall, 1999)

Total head count: 6,973: Undergraduate: 4197, Graduate and Professional: 2,776

39% male - 61% female

Asian American 18%, African American 6%, Hispanic 9%, Multiethnic 2.5%, International 9.3%, White 46%, Native American .7%, Unspecified and other 9.1%

Faculty

Full time Faculty: 331: Male: 60%, Female: 40%, Tenured: 59%

Part time Faculty: 419: Male: 56%, Female: 43%

## **Model Programs That Promote Justice**

### **General Education Curriculum**

Every undergraduate student has to take a core set of course requirements known as the General Educational Curriculum is designed to give USF students a broad liberal arts education and serves as a key element in promoting Jesuit concepts of justice in the university's curriculum. In the GEC, in addition to giving students exposure to a standard variety of undergraduate disciplines and competence in basic skills, there is also a key emphasis on ethics and world cultures. In order to be part of the GEC, a course has to include consideration of diversity and ethical issues; new course proposals are required to explain how they will be included.

### **Office of Service Learning and Community Services**

There is a longstanding commitment to service learning at the University of San Francisco, much of which has a justice component. Over sixty courses in the university have a service learning component, between 30-40% dealing with justice issues. The office of service learning has a data base of more than 800 non-profit institutions for internships and other volunteer work by students. The university has recently received a \$10,000 grant, utilized by a university-wide task force, to promote service learning and its integration into the curriculum. Service learning has become an increasingly important part of the curriculum. Internships in relevant organizations are required for certificates in Peace & Justice Studies, Legal Studies and Women's Studies and as an elective for Sociology and Politics majors. Faculty are often closely involved with students in service learning projects, often working side by side and integrating these projects with their own research with close student collaboration.

**Contact:** Jack McClean, MODEL (415) 422-2156

## **Peace & Justice Studies**

The Peace and Justice Studies Program is a certificate program within the Department of Politics which provides Politics majors and others with a broad array of courses which specifically tackle the more pressing justice issues of the day, offering an analysis of conditions which lead to war and injustice as well as opportunities to develop a vision for a peaceful and just society and an appreciation of how one can contribute towards that goal. Ranging from the local to the global levels, a wide range of classes enable students to examine impediments to peace and justice such as militarism, repression, violence, racism, sexism, underdevelopment and environmental decay as well as ideas, social movements, strategies, and theological and philosophical approaches which seek to build a just and peaceful society. Students are also required to complete an internship with any of a wide range of peace and human rights groups in the San Francisco Bay area or beyond.

**Contact:** Stephen Zunes, Department of Politics (415) 422-6981

## **Davie Forum**

The Davies Forum was established to enhance the University's efforts to produce future leaders dedicated to public service and committed to ethical leadership. The continuing theme of the Forum, "The Search for values in Contemporary America," provides an opportunity for all participants to examine anew, and from different points of view, the turbulent state of contemporary American society. Each semester, a different group of selected students called Davies Scholars participates in the interdisciplinary Davies Seminar under the direction of that semester's Davies Professor. A public lecture or series of lectures is presented by eminent national and international leaders in government, religion, education, business and philosophy who address the issues of Christian thought as applied to current social situations. The lecturers, known as Davies Fellows, also take part in faculty colloquia, classroom discussion and University-wide presentations.

**Contact:** Gerardo Marin, Associate Dean, College of Arts and Sciences (415) 422-2199

## **Erasmus Project**

The Erasmus Project is a program designed to bring together sophomore students in a special enrichment program in a living and learning experience. The project seeks to develop, relate and balance intellectual pursuits, genuine involvement in a community of peers, and responsible participation in community service and world affairs, candidly advancing the notion that ideas have a direct impact on our daily lives. The Project encourages students to shape the character of the endeavor, and provides them with the structure to do so. There is also a strong service learning component.

**Contact:** Gerardo Marin, Associate Dean, College of Arts and Sciences (415) 422-2199

## **Center for Law and Global Justice**

The USF law school has set up a series of programs in the promotion of legal justice overseas. Programs in Vietnam, Cambodia and Indonesia in building up independent legal systems. Some faculty have been training Cambodians on the prospect of litigating war crimes.

The International Human Rights Clinic sends one faculty member and up to a half dozen students to Geneva every year to support the work of the United Nations Human Rights Commission. The Center assists developing nations to train individuals in election law to ensure free and fair elections. Materials detailing international and national election laws have been prepared and multiple seminars have been conducted. The Center is committed to building effective partnerships with community and grassroots organizations. Fostering ongoing working relationships with non-profit and non-governmental organizations is a core component of the Center's work. Related programs have allowed for faculty and students to support human rights efforts in Latin America and Asia and the rights of refugees seeking sanctuary in the United States.

**Contact:** Judd Iverson, Center for Law and Global Justice, School of Law (415) 422-5922

## **UNIVERSITY OF SCRANTON**

### **Demographic Data**

The University of Scranton is a comprehensive university (AAUP Category IIA) situated in an urban setting; Scranton is a smaller city of 80,000 people in N.E. Pa. Founded in 1888 by the first bishop of the diocese, the Most Reverend Wm. G. O'Hara D.D., it became a university in 1938. It was entrusted to the Society of Jesus in 1942.

In 1999-2000 the University had approximately 4,775 students enrolled: 3,600 traditional undergraduate students, of whom 1800 were in the College of Arts and Sciences, 690 in the Kania School of Management and 1,100 in the Panuska College of Professional Studies. There were 510 students in the Dexter Hanley College (an evening college) and 675 in the Graduate School which offers degrees at the Masters level only. A total of 1,082 degrees were conferred at the 98-99 commencement.

Fifty-three percent of the undergraduates come from Pennsylvania (60% from the two contiguous counties) 22% from New Jersey, 19% from New York and 6% other. Eighty percent of all full-time undergraduates are residential. In the undergraduate components the female/male proportion is 58/42; in the graduate component it is 61/49. The percentage of minorities in the student population is 4.5%; in the Scranton-Wilkes Barre-Hazleton SMSA (Standard Metropolitan Statistical Area) the percentage of the minority population is 2.6\*. The percentage of improvement in total minority enrollment in the period from 1993-94 to 1998-99 was 1.5%.

Of the 254 full time faculty 67% are male, 33% female, 27% minority and 5% are members of the Society of Jesus. There is a student/faculty ratio of 14:1.

Prepared by Stephen J. Casey, Theology/Religious Studies Department with the able assistance of E. Springs Steele, Director, Center for Mission Reflection.

Contact person: Stephen J. Casey [579]941-7590 or CASEYs1@UOFS.EDU

\*Figures for the demographics section came from the FACTS sheet (11/99) of the Office of Public Relations, University of Scranton & (for minorities) from a paper delivered by Wm. J. Parente Ph.D. (Dept. of Political Science) at the AJCU -- 19th Annual Meeting of the Conference on Intercultural Affairs (16 June 2000 ). The latter figures represent the 1998-99 totals for all the Jesuit schools as reported to the Conference of Registrars in Jesuit Institutions. The minorities represented in the report are those so identified by the Bureau of the Census: African Americans, Native Americans, Asians/Pacific Islanders & Hispanics; not included are students who are not US citizens, i.e., who are visitors with alien status.

## **Model Programs That Promote Justice**

The 32nd General Congregation meeting in 1974-5 established a norm for Jesuit Colleges & Universities: the practice of faith was to be inextricably linked to the promotion of justice in our institutions. The University of Scranton's general direction was informed by these directives but it would be difficult to tie specific initiatives directly to documents coming out of these deliberations of the Society. The effects of each of these directives were reflected in areas such as the mission statement but in an area like curricular innovation, the consequences were more diffuse.

A Peace & Justice Program at the U of S originated in the 1980s. William Osterle, then a

member of the Theology/Religious Studies Department, raised questions about the response of our institution to initiatives within the Society of Jesus (including the 32nd General Congregation) and in the larger community of Catholic colleges & universities. Courses had already been introduced into the department in response to social concerns & the reforms of Vatican II. In addition, other courses had been developed on questions of Catholic Social Thought, problems of race/violence, peace studies and Papal teachings on politics during the preceding decade. These courses were initiated by individual faculty members & were not the result of a specific departmental initiative or university planning process to systematically cover these areas. It was Osterle's opinion that a program (as distinguished from a major or minor) should be initiated to focus attention of the issues of Peace & Justice as it would generate both student interest and additional curricular offerings. A program would encourage students of any number of majors to concentrate their course selections in a set of courses that would highlight issues of Peace & Justice while enabling them to fulfill all requirements of a major in the humanities, the social or physical sciences, as well as business.

As Osterle was retiring from the University (AY 1989-90) the first listing of the program appeared in the University catalogue as part of the section on special offerings. Dr. Brigid C. Frein (who is a member of the Theology/Religious Studies Department) was the first director. The initial description of the requirements made use of extant courses & set up a curricular plan for students that is, in essence, the same one used today. Each student is expected to take two appropriate T/RS courses beyond the introductory requirements as well as five courses from a list that includes physical & social sciences as well as humanities. A concluding, 'capstone' course taken by each in the junior/senior year completes the Program requirements. Frein remained the director from AY 90-1 to AY 95-6 when she became chair of the department; Stephen Casey (who joined the University in 1969 & is a member of the Theology/Religious Studies Department) became the coordinator in 1996 and is so presently.

There have been a number of changes in the offerings over the last nine years. While individual courses changed due to alterations in courses offered by departments as well as by the arrival/departure of faculty, there has been a consistency to these offerings. The courses have all dealt with the larger issues in their disciplines and are open to most students regardless of major. The two major topics added to the electives list over this nine year period are ecology & feminism. In the '99-'00 catalogue nine Theology/ Religious Studies courses are listed in the first segment. In the second segment (electives) there are thirty two courses listed which are distributed as follows:

- twelve Humanities courses (five in Philosophy, three in History, two each in Communication & Foreign Languages),
- eleven Social Sciences courses (five in Political Science, four in Sociology/CJ, one each in Psychology & Human Services),
- four Physical Sciences courses (two in the Natural Sciences listing, one each in Chemistry),
- three Business courses (two in Economics & one in Management) as well as two Interdisciplinary courses.

#### Other Concerns:

While the regional meetings are focused on the curricular aspects of the engagement of our colleges with Faith & Justice, we also reviewed the co-curricular and extracurricular aspects of the University's involvement and there we found considerable positive results in what appears to

be a more directed thrust.

In the College of Professional Studies (including the Departments of Counseling/Human Services, Education, Health Administration/Human Resources, Nursing, Occupational Therapy, Physical Services) a community service/service learning component was instituted in 1995. After initial start-up difficulties involving 'delivery' apparatus, the program is moving ahead with a course-linked, reflection-oriented component which ought to function for all students in the immediate future. Employing a volunteer faculty, specific courses have been designed to integrate projects related to the formal course studies; such work cannot replicate course requirements or studies. Although administrative details are still a difficulty and the program has yet to reach its full potential, it is clearly under way. Based as it is on linkage with other Jesuit colleges (especially the PULSE Program of Boston College & its director David McMenamin) this component has a direct lineage to the thinking of the Society. It should be noted that the school's original extra-curricular service component was made co-curricular to insure that the reflection component was properly done.

In the fourteen years of its existence, the Campus Ministries/Volunteer offices have made substantial progress in the practice of justice education through an extensive series of partnerships with a varied group of local organizations. Its programs are geared to both individuals and groups; it both facilitates contacts and handles routine details such as transportation. This office created an Opportunities Handbook and a Web Site to publicize what is available and reduce hassle in connecting students with service agencies. The responsiveness of those working in this component is matched by the generosity of student volunteers and faculty dedication. In addition, the Campus Ministries component that facilitates post-graduate service has an extensive roster of opportunities which historically have been met by graduating students. This service is both national and international in nature. The extracurricular component is flourishing.

Future:

A review of the current offerings in the P & J concentration reveals some areas of deficiency. Courses listed in the catalogue need updating; the status of altered courses needs to be clarified and new (added) courses must sought. To do this a larger number of faculty will have to be recruited. The program and its offerings would be secured by recruiting an advisory board. This is currently being studied. In addition, the concentration ought to have a service/reflection component; a study of that is also underway. It will be difficult to facilitate that component as only students in the CPS currently have the opportunity/requirement. Further reflection on this element of the curricular/co-curricular component reveals a necessity for greater organization of existing capabilities. A University center for social concerns/experiential learning (with an appropriate facilitator) may be the way to advance any future and necessary, expansion in this area. The University of Notre Dame model would be a useful one in planning.

Prepared by Stephen J. Casey, Coordinator & Theology/Religious Studies Department with the able assistance of E. Springs Steele, Director, Center for Mission Reflection & Theology/Religious Studies Department.

## **WHEELING JESUIT UNIVERSITY**

### **Demographic Data**

Wheeling Jesuit, founded in 1954 as the youngest of the Jesuit colleges, serves mainly a population of students drawn mainly from West Virginia, Pennsylvania and Ohio (about 80%). Many of these are first-time college-going students stemming from low to middle class families. The mix of students reflects the demographics of the region which is largely white and mainly Protestant. Consequently the Catholic population is around 60% while the ethnic diversity is only in the 5% range. As in most private colleges today, women outnumber men by 56-44 percent.

The University also has set a goal of 1200 Full-Time day students as a maximum number for the current facilities, most of which have been built or renovated in the past 10 years. The current statistics show around 1500 students enrolled in undergraduate day and evening courses, and in

six master's programs. A strong core curriculum is required of students in all programs, both day and evening, with some slight modifications in the latter and in some health care programs. The campus is located on a beautiful and very safe suburban site some two miles from the center of Wheeling. A large number of its students come from rural areas and from weak school systems. Some 80 full-time faculty serve the needs of these various students and programs.

### **Model Programs That Promote Justice**

Wheeling Jesuit University was founded in 1954 at the request of the Bishop of the Diocese of Wheeling Charleston. Co-ed from the beginning, it has considered its primary mission to be to the often under-prepared students coming from poverty areas in the region that includes the entire state of West Virginia, western Pennsylvania and eastern Ohio. In recent years it has increased its scope to reach out to students from a broader region. The commitment to justice education in the past has been expressed primarily through the strong core curriculum that includes two theology and two philosophy courses, in addition to an Ethics or Moral Theology course required of all students. Other courses in the 52 credit core include ethical concerns whenever appropriate in that discipline. A Peace and Justice minor has attracted some students over the years, and a course on Catholic Social Thought has been offered as a core-fulfilling theology course.

Two recent initiatives may be considered as model programs in the promotion of Justice.

### **University-wide Theme: Faith and Justice in the New Millennium**

At the opening Community celebration in August, attended by all employees of WJU, a brief slide presentation was made to highlight the theme proposed for the current academic year: Faith and Justice in the New Millennium.

Numerous initiatives have been offered to date (enclosed list as example), including numerous on-campus talks and presentations, and more are planned for the rest of this semester. Faculty members are urged to include topics in their courses which relate to this theme and many have responded positively. The Mission and Identity committee, chaired by the Director of Mission and Identity, will propose yearly themes in conjunction with the Dean of Students. These themes will serve to maintain a clear focus on the University's commitment to Justice Education as a vital dimension of its educational mission as a Catholic and Jesuit University.

**Contact:** Dr. Normand Paulhus, Director, Mission and Identity, Department of Theology, Wheeling Jesuit University, Wheeling, WV 26003  
email: [paulhus@wju.edu](mailto:paulhus@wju.edu)

### **Service Learning House in East Wheeling**

Service Learning has been growing slowly at WJU and will expand in the coming year with the establishment of a Service Learning House in a poverty area in Wheeling. It will house mentor and 10 students working with three local agencies for 10 hours per week. An academic course entitled "Communities in Challenge" will be offered for those students (and any others

interested). Faculty from diverse disciplines each week will make presentations on issues relating to poverty, racism, biblical imperatives for justice work, the history of justice workers, and the like. The key to this endeavor is a full partnership between Academic Affairs, Student Development and Campus Ministry, which partnership would offer an important alternative to the often too-segregated education culture colleges and universities.

**Contact:** Dr. Terri Erwin, Department of Psychology, Wheeling Jesuit University,  
Wheeling, WV 26003  
**email:** [terwin@wju.edu](mailto:terwin@wju.edu)

# XAVIER UNIVERSITY

## Demographic Data

### General profile\*

Xavier is a church-affiliated, liberal arts university. It was founded as a seminary for men in 1831, gained university status in 1930, and became coeducational in 1969. Programs are offered through the Colleges of Arts and Sciences, Business Administration, and Social Sciences and the Graduate Programs Office. Its 100-acre campus is located in the city of Cincinnati. Xavier University reports that it has a rigorous core curriculum which integrates ethics and values with critical thinking and communication skills, as well as an innovative "Freshman Experience Program." The university states that it is the finest university to offer full tuition, room and board Service Fellowships to students with high academic achievement and exemplary records of community service.

### Environment

- The majority of U.S. students come from: Midwest
- Campus size: 100 acre(s)
- City or town school is located in: Cincinnati Population of city/town: 364,000
- Campus is more than one mile from city/town.
- Location/Environment: 100-acre, suburban campus in Cincinnati (population: 364,000).
- Campus is in a major city (pop. 300,000 or more) or within its metropolitan area (approx. 25-mile radius).

### Student Body Profile

- Total campus enrollment: 6,407
- Number of female undergraduates: 2,290. Number of male undergraduates: 3,855
- Percentage of full-time U.S. undergraduates from out of state: 40%

Enrollment information is for: 1998

### Faculty Profile

- Student to faculty ratio: 17 to 1 Class size for freshman lecture courses: 27
- Class size for upper-level/division lecture courses: 23
- Total full-time undergraduate faculty: 209. Total part-time undergraduate faculty: 252
- Number of black faculty: 10. Number of other minority faculty: 12
- Number of white faculty: 222
- Percentage of full-time undergraduate faculty serving as academic advisors to undergraduates: 100%

\*Information taken from [www.excite.com/education/](http://www.excite.com/education/)

## Model Programs That Promote Justice

## **Service Learning Semesters**

Xavier offers three Service Learning Semester options--Nicaragua, Inner-city Cincinnati, and Nepal. Each of Xavier's Service Learning Semesters combines 1215 credit hours of academic study and community service under the guidance and supervision of Xavier faculty members. The academic study provides the student with knowledge of the culture, religion, history, government and economics of the service site. The community service focuses the academic study in a context of living with and working alongside the economically poor--the service functions as the medium through which learning occurs.

The course of study will help the student to relate sensitively to people across ethnic and class boundaries. The semester provides the opportunity to obtain a broader view of the world while developing close relationships with others. In the spirit of the Jesuit mission, the student will be engaged with people experiencing varying degrees of poverty and marginalization.

Contact: Ms. Susan Namei 513-745-3042 [namei@xu.edu](mailto:namei@xu.edu)  
<http://www.xu.edu/spiritual/service/ServiceLearning.html>

## **The Xavier Service Fellowship**

The Xavier Service Fellowship is a full, four year scholarship awarded annually to five first-year students who during their secondary school career demonstrated superior academic achievement, outstanding service to community, school and/or church, and leadership in encouraging others to serve. Recipients of the Fellowship perform regular community service in the greater Cincinnati area at least ten hours each week of the academic year. Selected Fellows give part of their time to Xavier Action, a student-directed organization initiated by the Fellows in 1996 which promotes and facilitates consistent, committed student service to the community.

Fellows meet biweekly with their mentor, Fr. Gene Carmichael, S.J., Associate Vice President for Spiritual Development. He guides them in the selection of a service which will benefit both those served and the individual Fellow, and he assists them in their ongoing reflection on that service. Periodic discussions with the on-site supervisor or with other Service Fellows further define personal growth as the Fellows focus on the goal of serving others.

The Service Fellowship covers full tuition, room and board costs, textbooks (maximum of \$300/semester) and most fees. Every student at Xavier is offered a rich and broad education; the Fellowship intensifies this education by exposing the Fellows to important social, economic and political issues through their work with diverse populations in the Cincinnati area. These unique environments offer Fellows opportunities to develop skills in problem solving, time management and leadership as they work with city residents towards the positive solution of major urban problems.

Inaugurated in 1989, Xavier Service Fellowships confirm and implement the Jesuit ideal of "being people for others" with a strong commitment to issues of peace and justice. This goal, encompassed in Xavier's Mission Statement, goes to the heart of a contemporary need to

synthesize intellect with action on behalf of fellow human beings.

Contact: Fr. Eugene Carmichael, S.J. 513-745-3777

For Further Information: <http://www.xu.edu/peace/ben.htm> Under "Xavier Self-Study"

## **The Peace Studies Minor**

What is Peace Studies?

Peace Studies is a rapidly developing area of academic study which, from a variety of disciplines, examines: the causes and consequences of war and social conflict the ethical implications of violence and peace the requirements for peace and strategies for conflict resolution the relationship between peace, justice, and ecological sustainability

Why at Xavier?

The Peace Studies Minor is an example of Xavier's commitment to educate students for a richly human response to contemporary life. The minor contributes to realizing the goals of a liberal arts education in the Catholic, Jesuit tradition: to impart both knowledge and a concern for values and so to enable women and men to contribute to the fashioning of a better world.

Who can take a Peace Studies Minor?

Xavier's Peace Studies Minor is a fifteen hour interdisciplinary program compatible with any undergraduate major. Peace Studies draws on a wide range of academic subjects including international affairs, history, political science, theology, philosophy, economics, literature, psychology, women's studies, minority studies, and the natural sciences. The program usually offers an interdisciplinary, team-taught course every semester.

Will I have to take extra courses?

For the most part, Peace Studies minors simply give a Peace Studies focus to courses already required by the core or their major; it is possible, therefore, that Peace Studies students do not have to take any extra courses. Also, since many honors seminars are designated as Peace Studies courses, honors students can also participate in the program.

How is the Peace Studies Minor structured?

The fifteen hour requirement is divided into an entry course (3 hours), three approved electives (9 hours), and an exit seminar (3 hours). The three electives must be in different disciplines. See the current schedule of classes for information on available Peace Studies courses.

How can a Peace Studies Minor affect my future?

The program is designed for students in any field who wish to be more informed about important issues facing citizens of the world today. Successful completion of the minor is noted on the student's official transcript and can be placed on resumes and applications to graduate schools. Peace Studies can help students prepare for a career in international affairs, politics, law, science, education, conflict management, social work, or criminal justice. Graduate programs in Peace Studies are growing at universities throughout North America.

In our Open Forums, the Peace Studies Minor got the highest marks. Although there often are

scheduling difficulties, students considered the Service Learning Semesters to be "the best thing that happened to me at Xavier." The Service Fellowship is innovative and has received national attention.

For Further Information: <http://www.xu.edu/peace/ben.html>